



# THE EFFECT OF USING TAD AND POW TREE STRATEGIES ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT: A COMPARATIVE STUDY AT THE SECOND YEAR OF MA AL IHSAN BOARDING SCHOOL RIAU

## THESIS

Presented to State Islamic University Sultan Syarif Kasim Riau  
In partial fulfillment of the requirements for the degree  
of Magister in English Education



UIN SUSKA RIAU

BY

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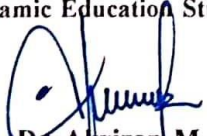
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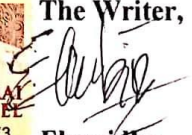
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “The Effect of using TAD and POW TREE Strategies on Students’ Writing Ability of Descriptive Text: A Comparative Study at the second year of MA Al Ihsan Boarding School Riau”. The writer would like to express her gratitude and sincere thanks to:

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## LIST OF CONTENTS

|  |             |
|--|-------------|
| <b>ACKNOWLEDGEMENT</b>                                 | <b>i</b>    |
| <b>LIST OF CONTENTS</b>                                | <b>iii</b>  |
| <b>LIST OF TABLES</b>                                  | <b>v</b>    |
| <b>LIST OF HISTOGRAM</b>                               | <b>vii</b>  |
| <b>ABSTRACT</b>  | <b>viii</b> |
| <b>CHAPTER I INTRODUCTION</b>                          |             |
| I.1 The Background of the Problem                      | 1           |
| I.2 Statement of the Problem                           | 13          |
| I.3 Limitation of the Problem                          | 15          |
| I.4 Purpose and Objective of Study                     | 16          |
| I.5 Research Questions                                 | 17          |
| I.6 Significance of the Study                          | 17          |
| I.8 Definition of the Study                            | 18          |
| <b>CHAPTER II REVIEW OF RELATED LITERATURE</b>         |             |
| II.1 The Nature of Writing Skill                       | 21          |
| II.2 Teaching Writing                                  | 28          |
| II.3 The Processes, purposes and Components of Writing | 31          |
| II.4 The Nature of Descriptive Text                    | 38          |
| II.5 The Nature of TAD Strategy                        | 42          |
| II.6 The Nature of POW TREE Strategy                   | 45          |
| II.7 The Procedures of Using Strategies                | 47          |
| a. TAD Strategy (Transitions, Actions, Details)        | 47          |
| b. POW TREE Strategy                                   | 48          |
| II.8 Related Study                                     | 52          |
| II.9 The Operational Concept                           | 58          |
| II.10 The Assumptions and Hypothesis                   | 62          |
| II.10.1 Assumptions                                    | 63          |
| II.10.2 Hypothesis                                     | 63          |



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**CHAPTER III RESEARCH METHODOLOGY**

|  |    |
|--|----|
| III.1 Design of the Research .....               | 64 |
| III.2 Location and Time of the Research .....    | 66 |
| III.3 Subject and Object of the Research .....   | 66 |
| III.4 Population and Sample of the Research..... | 66 |
| III.5 The Technique of Collecting Data .....     | 68 |
| III.6 Data Analysis Technique.....               | 69 |

**CHAPTER IV RESULT AND DISCUSSION**

|                                    |     |
|------------------------------------|-----|
| IV.1 Description of the Data ..... | 73  |
| IV.2 Data Presentation .....       | 73  |
| IV.3 Data Analysis .....           | 102 |
| IV.4 Discussion.....               | 111 |

**CHAPTER V CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION**

|                                      |     |
|--------------------------------------|-----|
| V.1 Conclusion.....                  | 117 |
| V.2 Implication of the Research..... | 118 |
| V.3 Recommendation .....             | 120 |

**BIBLIOGRAPHY**

**APPENDIXES**





## LIST OF TABLES

|  |    |
|--|----|
| Table III.1 Research Design .....  | 65 |
| Table III.2 The Total Population of the Elevent Grades Students at MA Al Ihsan Boarding School Riau .....    | 67 |
| Table III.3 The Sample Population of the Eleventh Grade Students at MA Al Ihsan Boarding School Riau .....   | 68 |
| Table III.4 The Cohen Effect size Clasification Table (Cohen d table).....                                   | 72 |
| Table IV.1 Observation 1 <sup>st</sup> Meeting (TAD Strategy) .....  | 74 |
| Table IV.2 Observation 2 <sup>nd</sup> Meeting (TAD Strategy) .....  | 75 |
| Table IV.3 Observation 3 <sup>rd</sup> Meeting (TAD Strategy).....   | 77 |
| Table IV.4 Observation 4 <sup>th</sup> Meeting (TAD Strategy) .....  | 78 |
| Table IV.5 The Recapitulation of the Observation Sheet of Experimental 1 ..                                  | 80 |
| Table IV.6 Observation 1 <sup>st</sup> Meeting (POW TREE Strategy) .....                                     | 81 |
| Table IV.7 Observation 2 <sup>nd</sup> Meeting (POW TREE Strategy).....                                      | 82 |
| Table IV.8 Observation 3 <sup>rd</sup> Meeting (POW TREE Strategy) .....                                     | 84 |
| Table IV.9 Observation 4 <sup>th</sup> Meeting (POW TREE Strategy) .....                                     | 85 |
| Table IV.10 The Recapitulation of the Observation Sheet of Experimental 2 (POW TREE Strategy) .....          | 86 |
| Table IV.11 The Results of the Students' writing Ability Pre-Test Scores .....                               | 88 |
| Table IV.12 The frequency of the students' writing ability test (Pre-test) of The Experimental Class 1 ..... | 90 |
| Table IV.13 The Students' Writing Ability Pre-test Score Experimental Class 1 .....                          | 91 |
| Table IV.14 The Frequency of the Students' Writing Ability test (Pre-test) in The Experimental Class 2.....  | 92 |
| Table IV.15 The Students' Writing Ability Pre-test Score of the Experimental Class 2.....                    | 94 |
| Table IV.16 The Result of Students' Writing Ability of Post-test Scores.....                                 | 95 |
| Table IV.17 The frequency of Students' Writing Ability Test (Post-Test) of the Experimental Class 1 .....    | 96 |



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|  |     |
|--|-----|
| Table IV.18 Students Writing Ability (Post-test) score Experimental Class 1 .      | 98  |
| Table IV.19 The Frequency of Students' Writing Ability Test (Post-test)            |     |
| Experimental Class 2.....  | 99  |
| Table IV.20 Students' writing ability Post test Score of the Experiment Class      | 100 |
| Table IV.21 The result of Students' writing ability Pre-test and post test score   | 101 |
| Table IV.22 Table of Homogeneity Pre-test Score .....                              | 103 |
| Table IV.23 Table of Homogeneity Post-test Score .....                             | 103 |
| Table IV.24 Table of Normality Test.....   | 104 |
| Table IV.25 The paired sample t-test between pre-test and post-test for the        |     |
| Experiment class 1 .....   | 105 |
| Table IV.26 The Paired sample t-test between pre-test and post-test for the        |     |
| Experimental class 2.....  | 108 |
| Table IV.27 The Independent sample t-test of the post-test writing ability between |     |
| experimental Class 1 and Experimental Class 2 .....                                | 110 |



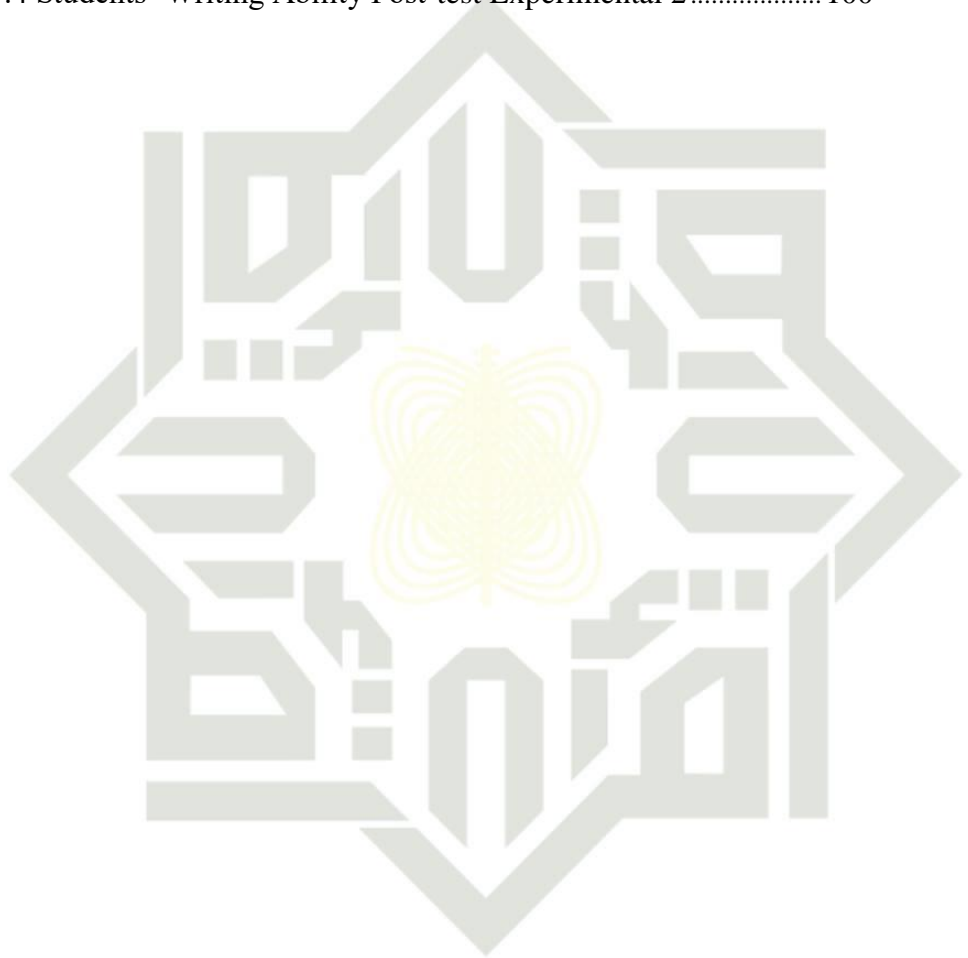


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**LIST OF HISTOGRAM**

|   |     |
|---|-----|
| Histogram IV.1 Students' Writing ability (Pre-test) of the Experimental 1 ..... | 91  |
| Histogram IV.2 Students' Writing ability (Pre-test) of the Experimental 2 ..... | 93  |
| Histogram IV.3 Students' Writing Ability Post-test Experimental 1 .....         | 97  |
| Histogram IV.4 Students' Writing Ability Post-test Experimental 2 .....         | 100 |



UIN SUSKA RIAU



## ABSTRACT

Elvaridha (2021) : “The Effect of Using TAD and POW TREE Strategies on Students’ Writing Ability of Descriptive Text: A Comparative Study at the second year of MA Al Ihsan Boarding School Riau”

This main aim of this research was to find a significant difference of students’ writing ability taught by using TAD strategy and POW TREE strategy at the eleventh grade students of MA Al Ihsan Boarding School Riau, it was found that students still got many difficulties in writing skill. They got difficulties in stating topic ideas in developing essay writing, stating the control ideas, developing essay writing, comparing the subjects, and contrasting the subjects. The design of this research is a quasi - experiment study that focusing on quantitative research. The subject of this research was eleventh grade students at MA Al Ihsan Boarding School Riau. The object of this research was comparing between the use of TAD strategy and POW TREE strategy on students’ writing ability. The sample was three classes; Experiment class 1 (20 students), Experiment class 2 (20 students) and Control class (20 students). The total sample was 60 students by using cluster sampling. The observation list and test were used to collect the data and data was analyzed by using compare means and t-test by using SPSS 20.0. the last finding of this research was found that there was no a significant difference on students’ writing ability between using TAD strategy and POW TREE strategy if it was looked on t test result, but in eta square calculation, the result in percentage are quite significant difference. Comparing the mean score and eta square calculation. TAD strategy was 77.25 and the eta square was 83%. Mean score of POW TREE strategy was 78.00 and the eta square was 79%. The hyphothesis testing was show the result of post T-test -.415, then score of sig.(2-tailed) is 0.681. if we act to null hypothesis ( $H_0$ ) that is 0.05, it means that the score of sig.(2-tailed) was higher than score of  $H_0$ . Therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. It means that there is no a significant difference of students’ writing ability taught by using TAD strategy and POW TREE strategy at the eleventh grade students of MA Al Ihsan Boarding School Riau. At last, it shows that TAD strategy was bigger in effect size than POW TREE strategy by looking from eta square calculation and Cohen d table classification.



## ABSTRAK

Elvaridha (2021) : “Studi Perbandingan antara Penggunaan Strategi TAD dengan Strategi POW TREE terhadap Kemampuan Siswa Menulis di MA Al Ihsan Boarding School Riau”

Tujuan utama dari penelitian ini adalah untuk menemukan perbedaan yang signifikan pada kemampuan menulis siswa yang diajar menggunakan strategi TAD dengan strategi POW TREE pada MA Al Ihsan Boarding School Riau. Berdasarkan dari kegiatan pre observasi di MA Al Ihsan Boarding School Riau, di temukan bahwa siswa masih menemukan banyak kesulitan dalam menulis. Mereka sulit untuk menentukan topik tulisan dalam mengembangkan tulisan essay. Menentukan ide pokok, serta membandingkan subjek. Desain penelitian ini adalah kuasi - eksperimen yang terfokus pada penelitian kuantitatif. Subjek penelitian ini adalah siswa kelas sebelas di MA Al Ihsan Boarding School Riau. Dan objeknya adalah perbandingan kemampuan menulis mahasiswa antara penggunaan strategi TAD dan POW TREE. Sample penelitian ini adalah 3 kelas; kelas eksperimen 1 terdiri dari (20 siswa), kelas eksperimen 2 terdiri dari (20 siswa) dan kelas kontrol terdiri dari (20 siswa). Totalnya 60 siswa dengan menggunakan sample klaster. Test dan observasi digunakan untuk medapatkan data dan untuk menganalisis data menggunakan perbandingan rata-rata dan t-test dengan menggunakan SPSS 20.0. hasil dari penelitian ini ditemukan bahwa tidak terdapat perbedaan kemampuan menulis mahasiswa dalam menggunakan strategi TAD dengan POW TREE ditinjau dari perbedaan skor mean kelas eksperimen menggunakan independent t test, sedangkan perbedaan dapat terlihat lebih jelas apabila dilihat dari perhitungan eta square dan tabel klasifikasi cohen d. Perbandingan nilai rata – rata strategi TAD adalah 77.25 dan nilai eta square adalah 83%. Nilai rata – rata strategi POW TREE adalah 78.00 dan nilai eta square adalah 79%. Percobaan hipotesis juga terlihat dari hasil akhir t-test -.415, dengan nilai sig.(2-tailed) adalah 0.681. jika kita cobakan kepada null hipotesis ( $H_0$ ) yang bernilai 0.05, ini membuktikan bahwa nilai sig.(2-tailed) lebih besar dari pada nilai  $H_0$ . Oleh sebab itu, null hipotesis diterima dan alternatig hipotesis tidak diterima jika dilihat dri perbandingan independen sample t test, sedangkan apabila dilihat perbandingan hasil eta square terlihat perbandingan yang cukup signifikan yaitu 83% untuk penggunaan strategi TAD dan 79% untuk penggunaan strategi POW TREE. Terakhir, terlihat bahwa strategy TAD lebih memeberikan ukuran efek lebih besar dibandingkan penggunaan strategi POW TREE.



"دراسة مقارنة بين استخدام إستراتيجي TAD واستراتيجي POW TREE في إمكانية الطالب الكتابية بمعد الإحسان رباو المرحلة الثانوية"

إن الهدف الرئيسي من هذه الدراسة يكمن في إنشاء الفرق البين بين إمكانية الكتابية للطالب المتنتجة باستراتيجية TAD مع استراتيجية POW TREE في المرحلة الثانوية بمعد الإحسان رباو. وذلك بأن ظهر أن الطلبة كثيرا ما يجدون الصعوبة في الكتابة لما خفي عليهم في تعيين لب الموضوع في تحرير الكالم النثري، وتعيين الفكرة الأساسية مع مقارنتها.

تشكلت هذه المبتحة بالدراسة التطبيقية المخصصة في الكمية التي تدور حول طلبة الصف السابع في المرحلة الثانوية. وموضوعها مقارنة إمكانية الكتابية للطلبة بين استخدام إستراتيجي TAD وإستراتيجي POW TREE. وأنموذجها تتمثل في ثلاثة فصول: الفصل التطبيقي الأول يتكون على 02 طالباً، والفصل التطبيقي الثاني يتكون على 02 طالباً، والفصل الرقابي يتكون على 02 طالباً. فمجموع الكل مكون على 02 طالباً على حسب النموذج الفصلي. ويمكن الاستفادة بالاختبار والمتابعة للحصول على البيانات، وبالتالي لتحليلها بالمقارنة بين المجموع التراكمي والاختبار بـ 20.0 spss.

ونتيجة هذه الدراسة أنه ال يوجد الفرق بين إمكانية الكتابية للطلاب باستخدام إستراتيجي TAD وإستراتيجي POW TREE بالنظر إلى مقدار النتيجة التراكمية للفصل التطبيقي باستخدام t test independend إلى أن الفرق يوجد واضحاً بالنظر إلى عدد eta square وقائمة تقسيمية cohen d المجموع التراكمي الإستراتيجية TAD 07، 22. . ونتيجة eta square 83%. والمجموع التراكمي الإستراتيجية POW TREE 28، 22. و eta square 29%. والتجربة الفرضية أيضاً تظهر من الحاصل الأخير t-527 test بنتيجة (2-tailed) sig. 02، 2.

وإذا طبق على (h<sub>0</sub>) null hipotesis يظهر لنا أن نتيجة (2-tailed) sig. أكبر من 0.05. لذلك null hipotesis كان مقبول وalternating hipotesis غير مقبول بالنظر إلى independen . sample t test لكن بالنظر إلى eta square نجد المظهر البين وهو 83%

بإستراتيجية

TAD و 29% بإستراتيجية POW TREE. وبه يتبين أن إستراتيجية TAD أقوى تأثيراً من إستراتيجية POW TREE

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## CHAPTER I

### INTRODUCTION

#### Background of the problem

Writing is one of a language skill which is known as the hardest skill. According to Boardman (2002: 11), writing is a continuous process of thinking and organizing, rethinking, and reorganizing. The process of thinking of people in doing writing will not stop after they satisfied with the result. So, in writing, the writer starts with thinking and organizing, rethinking, and reorganizing, then end the writing with the result. Harmer (2004:3) says that being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language.

Another one is Kevin (2009: 1), has ten main criteria of a good writing. He says, there are many criteria of a good writing. A good writing has some criteria; a clear point, length, there is information to back up your point, time, logical, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains. It means that the skill is not an easy thing to be mastered without a great focus and work behind it but it is a real challenge for every single language student to find a way to master it. Writing is an essential factor of language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. It can say that writing is complicated process and essential skill for students to master. It is one of the most complex human activities. Richards (2002:303)

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stated that writing is the most difficult skill for the second language learners to master. The difficulty is as someone starts to write on a piece of paper, they do not only generate and organize their ideas but they also need to translate their ideas into readable texts. This skill is truly challenge for the students during their processes in the academic world.

In term of writing, Students need a space to fulfill all the elements which they need to be good in it. It means to spend a great part of their school activities to become productive in writing activity. Writing is a process of understanding a kind way of expressing and communicating ideas through the papers. Students are required to be able in order to create an idea, deal with it, control it, develop it and transfer it into a sentence or paragraph. Writing also can be said as the ability to create words and ideas, and also the ability to criticize them in order to decide which ones to use; Elbow (1998, pp. 7). In words of creating and also criticizing, writing can be included one of the hardest elements in English subjects among language learning elements besides listening, reading and speaking, even for the students and the teacher as the facilitator. It is also in line with the goal of writing that is stated by Bartholomae (1996). Before understanding and mastering English writing skill, it is necessary to understand the goal of writing, especially writing instructions given in the classrooms by teachers. Bartholomae says that goal of writing instruction might be to teach an act of criticism that would enable a writer to interrogate his or her own text in relationship to the problem of writing and the problem of disciplinary

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knowledge. The expert says that by learning writing, it means that you learn how to create and also to be criticism in a product of the writing itself. It can be the difficult one to do by the students if they do not pay attention and give their focus during this subject.

The activity of writing always give someone a great stress to be done. The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors. Another expert, Bryne (1988) divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is Physiology Difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

The hardest part in the process of writing is how to start it. Many students have been frustrated if there are no ideas in their mind to be



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developed. As a result, it makes them feel thoughtless when they cannot find the right words, fear of criticism and also experienced huge confusion of having a topic and a blank paper. In addition, the school graduates do not know how to write because their school teacher fails in drilling their writing skill. To make a good writing, students need to go through several steps such as prewriting, planning, writing and revising drafts, and go to final writing and it takes time to compose a piece of writing. In lining with the statement above, Dilidüzgün states that “Writing, unlike speaking, provides us with a way not only to generate ideas before presenting them to an audience, but also to scrutinize the ideas and language we produce” (2013, pp. 189-210). Also, Seow (2002, pp. 315-327) states that “Process writing mainly incorporates the four basic writing stages- planning, drafting (writing), revising (redrafting) and editing- and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing”. Therefore, students require process, practice and some steps to be able to write and to become a good writer.

Realizing how important the existence of writing skill in the language learning, teacher as a facilitator for the students should take a serious concern and focus of transferring this subject well. It is because there is no excuse for students to avoid this skill. This skill will naturally and directly reflect student’s progress and achievement in learning English language. Hosseini, et.al (2003, pp. 1) say that writing skill can be major criteria towards better academic position and greater educational success.

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Hosseini is again realizing the actors of educational stage in order not to underestimate about the role of this skill in language learning, especially English language.

Writing is about process. There are several things that should be given a great concern in creating a great product of writing, Say for example content ideas and grammar structure. Those are the common problems that become some reasons that break the interest and motivation of the students in writing. Teacher usually uses a learning strategy to solve and minimize the influence of the problems to the students. The role learning strategy has been known as an alternative way to solve the problems even for teacher and student in running a process of teaching and learning process. Writing is like carrying things up steps. Meaning that trying to conduct and develop something to the next level.

It is not a job that can be instantly done with a click. You cannot try to jump with everything, you will have trouble in your way to get it done. You should carry and brings your stuff and materials up step by step till you reach the top. You need to feel and give a great concern to every process and step to the top. That is how to imagine and describe a writing activity process. Thus, it clearly defines that how important the steps and process in doing writing; Also the role of strategy to collaborate with the steps and process of writing where it will clarify and lead students in composing a writing product easier. We should be careful in composing a writing product by following the rules and steps of it.



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In term of educational system, English becomes one of subjects that is important to be mastered by the students. To be good and master in foreign language use, especially English, also becomes a guarantee that is stated by the school to all parents that want to choose a good school for their children. It did not just happen in conventional school or state school under the government authority, but also happened in some of Islamic boarding schools. One of the Islamic boarding schools that uses the idea is Al Ihsan Boarding School in Kampar regency. This boarding school consists of some units under it. One of the units is MA Al Ihsan. This school has three English teachers for eighteen classes. In this research, researcher focuses on the eleventh grade of male students which consist of three classes. All the classes are handled by a male teacher; and they call the teacher by Ustadz. Based on the teacher's information on his experience at MA Al Ihsan Boarding School Riau, in preliminary observation, he said that English is one of foreign language subjects that is learned in this school. For the eleventh grade students, the lesson materials are arranged and managed according to the K13 curriculum. The materials are talking around text, short functional text, grammar, pronunciation and vocabulary mastery.

The English subject consists of four skills; the skills are Listening, Speaking, Reading and Writing. Especially for writing as an object of this research, the school curriculum sees this language skill as an essential thing. It can be looked from how many basic competencies that are stated for writing skill itself. According to the syllabus of eleventh grade students

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which is used by the teacher in this boarding school, there are nine basic competencies that are stated for writing skill for a year or two semesters, IV.1 until IV.9. It seems that writing becomes one of the important skills that is used to measure and see students' development in mastering English. The students are required to be able to identify some kinds of text in English subject material such as knowing the generic structure and language features of a text. Then, they should be able to write some kinds of text in English subject as their final project in school.

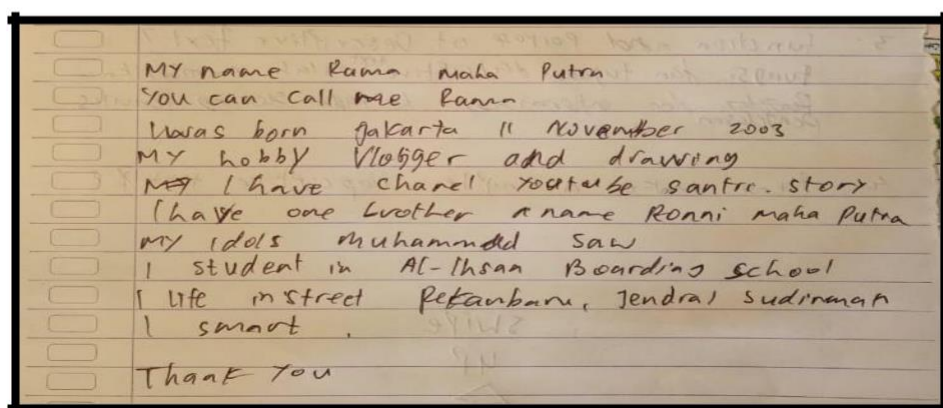
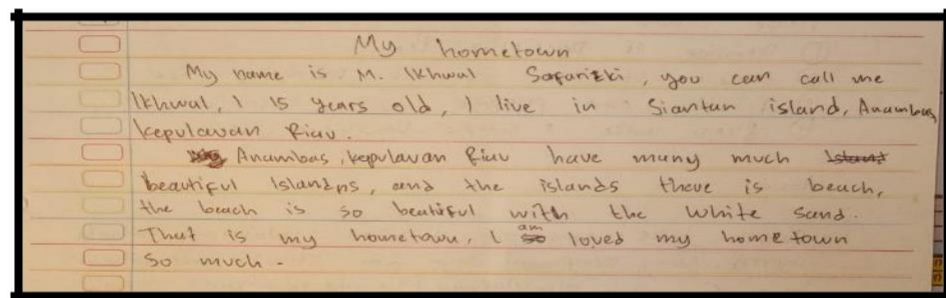
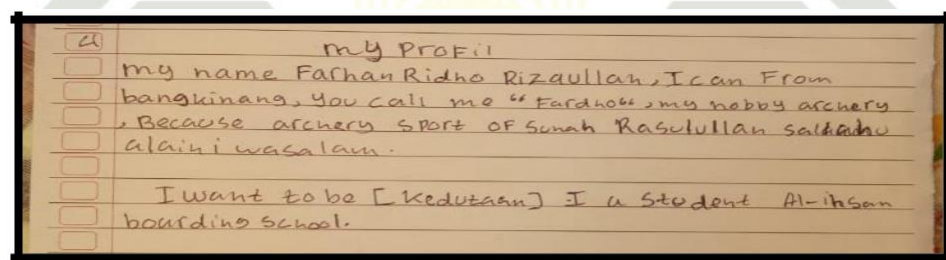
According to the teacher statement, some of the students still have problems in English subject. One of the problems is in the writing skill. Understanding and following the writing materials is something hard for the students, especially in writing a text. There are some materials about text in second year students, eleventh grade, there are descriptive, report and narrative text. This research focuses on the descriptive text. Besides feeling hard to understand and follow the materials, they also had a low motivation and interest because the influence of the problems before. They got difficulty in developing the ideas. In descriptive text, students are assumed to identify and describe a topic by using their ideas. The developing idea becomes the most important aspect in this kind of text. They always find a dead end as soon as starting their ideas in writing subject. Almost of the students' scores in English was still under the average and low. It means that almost all of the students cannot pass the passing grade. The problems that are found in pre observation activity are the commons problems among

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the students in writing. Some experts state and declare about it; Quintero (2008) pointed out that problems with grammar, punctuations, lexical choice and the like have negative impact on the content the general understanding of a text. Another expert is Msanjila (2005:15) that states that reveals six glaring writing problems, namely: capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problems and grammatical errors.

For more evidence to be seen, here are some samples of students' worksheets:





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There are some mistakes in students' writing worksheets above, such as grammatical error and vocabulary mastery. Say for example, in the first and second papers, the students are totally wrong in grammatical use. There is no "to be" in every nominal sentences. As an example, in the sentence "I a student"; there is a mistake on it. It should be "I am a student". Also by seeing the content of their writing, it can be concluded that the writing is weak in developing the idea. The story were jumping around. It means that the part of introduction and description in descriptive were not well written yet. On the last paper, the sentences were not described and linked well. It was just jumping to one topic and directly to the other topic. That is why there were still many problems on students' writing ability at the MA Al Ihsan Boarding School Riau.

In fact, there are so many kinds of way to solve the problem in language teaching and learning process, especially in writing skill. One of the ways is using learning strategies that will be introduced by the teacher to the students during the activity in classroom. It is not a debate for any expert around the world. As an example, Wegner and partners state on their article about the importance of learning strategies in this modern era of teaching and learning process. They said "In modern education systems learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. An efficient growth of knowledge inside and outside of school is only possible if students have skills which initiate, guide



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and control the search for information and later on its processing and storage. In learning and teaching research those techniques are called learning strategies” (2013, pp. 137). Teachers with the responsibility tried to use some strategies towards students’ writing skills, such as speech, group discussion, working in pair. The students still got a low score and felt hard to achieve the passing grade. Based on the problem above, researcher introduces some new strategies in order to examine and test the effect that can come up from the use of the strategies towards students’ writing ability. The strategies are Transition – Action – Details (TAD) strategy and Pick – Organize – Write + Topic – Reasons – Ending – Examine (POW TREE) strategy.

According to Peha (2003, pp. 38), “Transition – Action – Details (TAD) strategy is a writing strategy that uses columns and rows, where the students can fill them to describe a sequence of topic ideas”. He also believes that the strategy can help the students to identify and develop the ideas about writing topic; and also it can be stimulate students’ motivation and interest during writing activity by using the columns and rows as a media to write the detail of the developing and identifying topic ideas materials. The effectiveness of this strategy can be seen from the research result of Indah Purwati (2016/2017). She carried out a research entitled “*Teaching Descriptive Writing by Using Tad (Transition Action Details) Strategy to the Eighth Grade Students of SMPN 16 Palembang*”. From the data analysis, the achievement of the experimental group (using TAD

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strategy) was higher than control group (using conventional strategy). Based on the independent sample t-test analysis, it was found that t-obtained was higher than t-table. The t-obtained was 5.013 and t-table was 2.0639 at the significance level  $p < 0.05$  in two tailed testing with the degree of freedom. It means that there was significant difference in writing achievement between the students who were taught by using TAD than those who were taught by using teacher's method. From the result of the test, it implies that TAD strategy could be used as an alternative strategy in teaching writing.

POW TREE strategy is kind of real writing strategy. In practice of the strategy, students are taught to apply the following step by step procedures of the strategy. According to Mason et.al (2009, pp. 206-207), "POW is a general planning strategy that includes three steps: pick an idea or side of a topic, organize ideas into writing using a graphic organizer, and write and say more by modifying and improving the original plan while writing. TREE, the second strategy, helps students include basic elements of persuasion in their writing". This strategy includes the following: write a convincing topic sentence that tells what you believe, write three reasons why you feel the way you do about a topic, write explanations to support each reason written, and wrap it up with a good ending or summary sentence. Students' essays are written during and immediately after instruction indicated that the students had learned to write independently a persuasive essay with five parts. Generalization and maintenance performance however varied across students and appeared to be associated

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with behavior as opposed to the inability to transfer or to remember the strategy.

The effectiveness of this strategy also can be seen from the research result of Yunda Darajatul Ilmi (2017). He studied about “*Pick the Idea, Organize, Write It Up (POW) & Topic, Reason, Explain, Ending (TREE) for Teaching Cohesive Devices in EFL Students*”. The aim of this research is to explore how the way he used POW+TREE strategy to improve students’ cohesive devices mastery. By looking to the data analysis result, there was an improvement in the students’ score from preliminary study and after the implementation of the strategy. The average score after implementation in cycle 2 was 83.2IV. As the result of observation sheet, it showed that the students’ interest also increased that was proved by students’ activeness in asking difficult words.

Based on all the background of the strategies in applying and using them; it is clear that this research are really useful to be conducted in comparative research design in order to see the difference of the effect size to the students writing ability. The effects of using these new strategies will be interesting to be examined on students’ writing ability. So it becomes a great reason and opportunity to conduct a research about these strategies to see, test, and compare their effectiveness on students’ writing ability in MA AL Ihsan Boarding School Riau.



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## Statement of the problem

The role of writing in language learning cannot be seen as a small island on the middle of the ocean, but it should be seen as an oasis in the middle of the dessert. The existence of writing is so important, especially in this modern era which make us to be able to express or feeling and thinking in social life. In discussing the importance of writing to learning, Suleiman (2000, pp. 155) asserts that “writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development”. The expert’s statement above clarifies how importance the writing skill in language learning is. Other experts, Hosseini and partners (2013, pp.4), who are Iranian experts in education field also stated that “The present study aims at focusing not only on the assessment of students’ academic knowledge (reading comprehension), but also on their ability to express their knowledge on paper sheet by assessing their writing ability based on IELTS criteria”. It just makes it better to realize us how importance the existence of writing skill is.

Based on the background and statement of problems about students’ writing ability above, the study focuses on comparing the effects between both of experimental class that use Transition – Action – Details (TAD) strategy and Pick – Organize – Write + Topic – Reasons – Ending – Examine (POW TREE) strategy on students’ writing ability at tents grade



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students of MA Al Ihsan Boarding School Riau. The scope of the study was limited as followed:

This study was conducted at MA AL Ihsan Boarding School Riau which is located in Kampar Regency. In this school, English is a guarantee for students after studying here. During the activities of learning English in here, teacher found some problems and fails among the students. All the fails and problems during this subject have become the reason why students always hard to reach a better level in mastering the skill. The problems are about students hard and difficult in developing and expressing the ideas into a writing product of essay and the students' motivations are broke enough to accept the existence and the important role of writing in their language academic needs. Teacher have tried some possible ways as problem solvers in dealing with the students' problems. One of the problem solvers is by using various learning strategies but the result is still the same. In this case, teacher have used some strategies in teaching and learning processes, but it still didn't give a good result yet.

In this research, researcher introduces and examines the use of some new strategies. The strategies in writing subject introduced and examined by the researcher are TAD strategy and POW TREE strategy. The strategies use to help the students to develop their ideas and improve their interest so do the motivation to. The strategies are kind of unique in applying and using. Even though they are unique, but the targets of the strategies are the same. The strategies facilitate and help the students conducting a better writing

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skill, to motivate students in following the materials, to make the students realize how important the role of writing skill is.

The effectiveness of both the strategies are still examined later by finding the result of the research. The strategies are still examined in order to see how far the strategies are able to give effect to the students' writing ability. Even though that the result is not clear yet, but seeing and looking from some studies about the effectiveness of using these both strategies can be a good reason for the researcher to be curious knowing the comparison between the effectiveness of these writing strategies. To know how far and how effective the strategies effect the students' writing ability. Shortly, the result will clarify which one is better to solve students' problem and to help students' writing abilities, especially in MA Al Ihsan Boarding School which states that mastering some of foreign languages as their main guarantee and mission for every students there.

### **Limitation of the problem**

Based on the statement of the problems above, it could be known that many problems are found during the research. The problems are around the teacher and students. For the teacher, the use of strategy was still uncomfortable for the students, so that the students still found some problems and difficulties during their activity in writing; such as hard to get a good the quality of content development, grammatical error, and the

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coherence between the ideas. The problems above became the focus to be examined in this research and to be fixed by using both of the new strategies.

According to many problems above, in order to make it focus and clear, the problems should be limited. The problem of this study is limited as the following: this study aims to find out the effect of TAD strategy and POW TREE strategy on students' writing ability in descriptive text. Also to find out the difference of the effect of using both strategies on the students' writing ability in descriptive text. The participant of this research was taken from the eleventh grade students (Al Kindi class, At Thabari class and Ibnu Qoyyim class) in semester II academic year 2020/2021 at MA Al Ihsan Boarding School Riau. The classes were chosen because it was based on the idea of the English teacher in the school.

### **Purpose and The Objectives of the Study**

The purpose of this study is going to compare the use of TAD strategy and POW TREE strategy toward students' writing ability on descriptive text at eleventh grade students of MA Al Ihsan Boarding School Riau.

Specifically, the study is conducted to fulfil the objectives that can be stated as follows:

1. To measure any significant effect of using TAD strategy on students' writing ability at MA Al Ihsan Boarding School Riau.
2. To measure any significant effect of using POW TREE strategy on students' writing ability at MA Al Ihsan Boarding School Riau.



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3. To measure any significant difference of using TAD strategy and those taught using POW TREE strategy on students' writing ability at MA Al Ihsan Boarding School Riau.

### Research Questions

Based on the limitation of the problem above, the research questions are formulated as the following questions:

1. Is there any significant effect of using TAD strategy on students' writing ability at MA Al Ihsan Boarding School Riau?
2. Is there any significant effect of using POW TREE strategy on students' writing ability at MA Al Ihsan Boarding School Riau?
3. Is there any significant difference in writing ability between students taught by using TAD strategy and taught by using POW TREE strategy at MA Al Ihsan Boarding School Riau?

### Significance of the study

This study is apparently one of the attempts to compare the use of the learning strategy between TAD strategy and POW TREE strategy on writing ability on descriptive text. The result of this study may provide a great problem solving for the teachers and students later on in conducting a better teaching and learning process, especially at MA Al Ihsan Boarding School Riau. Also, in order to add teacher's knowledge and understanding about teaching writing strategy, to motivate the teachers' confidence in



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teaching writing subject and to motivate the teacher for applying and choosing a good strategy in teaching writing subject.

This study also provides an opening case to be researched by the next researcher to dig deeper about this topic of research. The originality and existence of this study will be protected by the new born of another research leading to the deeper discussion about this strategy. The next research can correlate another variable to this research in order to make it more interesting to be discussed. Thus, this study will try to provide some feedbacks concern on the result of the comparative study between the using of strategies. Furthermore, it will give meaningful teaching and learning experience to the teacher and because the comparison results give contribution to the students' ability in writing descriptive texts. Hopefully, by those strategies, the teacher can be more motivated in finding and choosing a proper language learning strategy, especially in writing text.

### **Definitions of key terms**

In order to avoid misunderstanding and misinterpretation, key terms used in this study need to be defined as follow:

- a. Comparative research or analysis is a broad term that includes both quantitative and qualitative comparison. Social entities may be based on many lines, such as geographical or political ones in the form of cross-national or regional comparisons (Mills et al: 2006).

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- b. In education research, the term “effect” usually refers to an estimate from a model, such as a regression. For example, I might want to see how education influences income, but, in order to isolate this relationship, I need to control for other factors that also affect income, such as industry and experience. Put more simply, I want to look at the average relationship between education and income among people who have the same level of experience, work in the same industry and share other characteristics that shape income. That quantified relationship – usually controlling for a host of different variables - is often called an "effect." (Matthew Di Carlo: 2011)
  - c. The term of writing ability is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It is a way to exspress idea, thought, feeling and opinion in written form. In writing, it needs to pay attention to many things, such as the choice of words, the grammar of sentences, the use of punctuations and the coherence of one sentence to another. (Patel and Jain: 2008)
  - d. According to Peha (2003: 38), Transition – Action – Details (TAD) strategy is a writing strategy that uses columns and rows, where the students can fill them to describe a sequence of topic ideas.

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- e. Mason et.al (2009: 206-207) states POW is a general planning strategy that includes three steps: pick an idea or side of a topic, organize ideas into writing using a graphic organizer, and write and say more by modifying and improving the original plan while writing. TREE, the second strategy, helps students include basic elements of persuasion in their writing. This strategy includes the following: write a convincing topic sentence that tells what you believe, write three reasons why you feel the way you do about a topic, write explanations to support each reason written, and wrap it up with a good ending or summary sentence.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Nature of Writing Skill

In English learning, the existence of language skills is really crucial. All the language skills have a role in language learning. One of the language skills is writing. Writing is an essential part of language learning. Academically, writing is a main point for developing ideas and feeling by considering some important components and writing processes. Writing can be as an independent learning tool that can be done by the students to write their own idea or main idea and to fulfil their writing assignment and to develop idea but also to develop feeling in mind. Through writing, teacher or lecturer usually uses as a final product to determine or evaluate students' knowledge and understanding. White (1980:8) suggests three points about the importance of writing. They are: (1) the linguists become interested in studying the characteristics of written language as well as spoken language, (2) teachers of English become increasingly concerned with the need to teach writing to students of science and technology, for whom ability to use the spoken language might be secondary or even irrelevant, (3) coinciding with the increased interest in written language by both linguists and English teachers had been a considerable growth in the study of language beyond the sentences, that was on discourse. In lining with the statement above, the importance of writing cannot be



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argued anymore. Especially in academic world, the role of writing is very essential and crucial either for the teacher as the facilitator or for the students as the receptor.

Writing is one of activities in learning and teaching English. Writing fulfils more than one role in the learning of foreign languages. The first role is consolidating and reinforcing language learnt orally. Through writing, the learners can show what is happening in their mind clearly. By looking the writing product, learners can correct and evaluate their oral materials. The written image can serve not only as an aid to memory, but also as a prompt for speech. Secondly, writing needed in another important mode of communication, correspondence of all kinds, notes, message, form, reports, summaries, essays, etc., and is useful tool on occasions where the spoken mode is inappropriate. Thirdly, it offers even to learners with limited proficiency a means of individual and sometimes quite personal expression, which can be changed, revised, refined and kept as a record. The three examples of the role of writing above, can be made as a reason for everyone to take a serious focus in writing.

Writing as a challenging skill in language learning becomes a monster or mountain that students should face and climb in order to get a real achievement in school activity. Brown (2007: 220) divided writing skill into two kinds, as follows:

- a. Micro Skills
  1. Produce graphemes and orthographic patterns of English.

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2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, word order), patterns, and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.
- b. Macro Skills
  1. Use the rhetorical forms and conventions of written discourse.
  2. Appropriately accomplish the communicative functions of written texts according to form and purpose.
  3. Convey links and connections between events and communications such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  4. Distinguish between literal and implied meanings when writing.
  5. Correctly convey culturally specific references in the context of the written text.
  6. Develop and use a battery of writing strategies, such as accurately to access the audiences' interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

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The mastery of those skills will determine the type of writing that the students are able to write. Generally, the micro skills apply more appropriately to imitative and intensive writing. While the macro skills are essential for the success mastery of responsive and extensive writing (composition or essay). In other words, in writing analytical exposition text, what the students need is the micro skills of writing.

In additional material, Brown (2003:220) also defined that there are four types of writing, these are:

a. Imitative.

This type is to produce a written language and the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. It includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, form is the primary while context and meaning are secondary concern.

b. Intensive (controlled).

This type focuses in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness.



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- c. Responsive.

Here, this type requires learners to perform a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraphs.

- d. Extensive.

It implies successful management all of the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.

Information above tells writing has several types. The Types of writing is to determine the level of writing and also who's the writer for each types. Start from imitative to extensive types. Some materials which are stated by the expert above clarify that how complex the writing skill is. The complexity of writing becomes the major problem for the students in writing activity. Students will think a thousand times to take an easy look on it. The complexity of writing skill also makes students' really hard to try to follow this subject. There are so many factors that may be given influence to reduce students' interest and motivation. The common problem that happens during the writing subject is finding the dead end road in developing the ideas.

According to Melgis (2012, pp. 43-45), there are some factors which assumed to disturb and break the process of developing ideas. The first is (a) the voice of doom. The voice of doom is a voice that you create on your own head. It will persuade your mind to always think that your ideas is not

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good enough to be expressed or produced. The second is (b) inspiration. The inspiration is about some brilliant ideas in your head. The ideas will come, if you are in a good condition and mood. It depends on your situation. It means you do not need to push or to force your head to produce the ideas because it just can make your ideas harder to come up from your head. And the last is (c) premature planning. Everything needs a plan. Especially for writing activity, it is a process so that it must be need a plan. Without a plan, you cannot produce a writing product in a proper way. Another expert also gives a statement about this issue, according to Burckardt (2007, pp. 1), in a short article; he states that there are some factors which make someone afraid to write, as follows:

- a. Have a poor graphic motor skill. (lack of imagination)
- b. Poor expressive skills.
- c. Cannot seem to organize their thought.
- d. Afraid to spell word correctly.
- e. Having a trouble with syntax.
- f. Having a trouble in retrieving vocabulary words.

Those factors can be assumed to be the most common barriers for students' ability to write even more in writing essay text that is known as writer's block. Based on the idea above, it is clear that there are some factors which influence towards ability in writing especially in writing essay text. It should be the teacher's responsibility to minimize and breaks the barriers among the students in order to make them feel comfort, enjoy,

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interest, and motivate during the writing subject activity. Realizing the complexity of the nature of writing is a better thing to be done by the teacher as the facilitators nowadays in school system, in order to make the students prepare to start dealing and mastering writing ability. It is also good for students as the receiver to take a serious about these facts and phenomena. Thus, they can prepare their prior knowledge to overcome the complexity of writing subject materials that may be able to break their motivations and interest in classroom activity.

However, writing is not easy, it needs a lot of knowledge to write well such as how to use appropriate vocabulary, grammar and how to select the ideas. According to Sakolik in Nunan (2003, pp. 88), writing is mental work of inventing ideas. He adds that the writer does a process such as imagination, organizing, drafting, editing, reading, and rereading. Furthermore, Linse (2005, pp. 88) says that writing is a combination of process in gathering ideas and working with them and make reader comprehensible to the writer ideas. Based on the two experts' opinion, it can be concluded that writing is a way to express ideas or thoughts and to organize them into sentence and paragraph based on the determined pattern. It is the job for every language learner to know about any aspects that are relating to the writing and also the obstacles or problems that can disturb the ideas of the learners during their activity in writing subject.



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## Teaching Writing

In term of teaching approach in writing, teacher teaches writing in order to explore another side or element of the students' ability in communication. In writing activity, we create a masterpiece of writing in order to say to the world that we exist. Through the writing we start to create the legacy and evidence of life. Christina and Mary (1976, pp. 203-204) argues that another tend or focus in teaching writing is to increase retention and to make an available source for later references. It means that students are not only learning how to write and how to spell a good vocabulary words, but also they are learning about how to be productive and active so that your existence will be avowed by the others through your writing masterpiece. Writing is quite beyond the imagination. It is the greatest glory of humans' way of communication of existence.

There two famous approaches of teaching writing in educational world nowadays and the approach that are already developed and used during the centuries. The approaches are the skill-based approach and the process approach. Each of the approach was born in a different time or era. Westwood (2008: 70) defines the skill-based-approach and the process approach. A skill-based approach involves a fairly structured program with direct teaching of essential skills and concepts. Students' writing ability is developed through topics selected mainly by the teacher or set within a textbook. Students also engage in practice exercises covering aspects of grammar, sentence construction, spelling and punctuation. The major

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criticisms of a skills-based approach are that it usually fails to motivate students, and it does not encourage independence in writing. It is known as a traditional way to teach writing. It focuses on the writing product of the students.

On the other hand, Process approach in teaching writing is typically implemented through various models such as writers' workshops, shared writing, guided writing and the conference approach. The focus in these models is on engaging students in interesting and motivating writing for real purposes, rather than teaching writing skills through contrived exercises. The actual process of writing is made explicit to students, starting with the planning and gathering of ideas, through the various stages of drafting and revising to the final finished product (Westwood, 2008). It means that the process approach is known as a next generation of teaching writing approach. It is quite different with the skill-based-approach. It focuses on the process and progress of the students in producing a writing essay. Reid (1993: 2) clarifies the major change in shifting paradigms in teaching approach as follow:

- a. An overall focus on the process rather than the product of writing
- b. Concentration by classroom teachers on composing processes rather than on literary discussion.
- c. Focus on the writer, and on the relationship between reader and writer.
- d. Interest in research on writing processes and classroom teaching.

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- e. Commitment to the idea that teaching effective, successful writing is possible.

Through the changing or shifting paradigms in teaching writing approach, teacher should be aware about each of single information in term of teaching and learning. The information will help teacher in order to be up to date about the way of teaching. As far as possible, the teacher has to confer with every student, introducing them to the new varieties of teaching and learning style, and also encouraging the writer to reflect upon clarity, accuracy, interest and relevance of the text.

In teaching writing, there are some kinds of writing skills have to be fulfilled by the writers, as follows:

- a. Comprehensibility skill. It is a skill for writing includes understanding that writing is communicating message or information. The writer should be able to deliver their ideas to the reader clear and persist.
- b. Fluency skills. It is a writing skill includes:
  1. Recognizing the linear sequence of sounds
  2. Mastering writing motions and letter shapes
  3. Recognizing the chunking of words
  4. Recognizing the need for space between words
  5. Writing quickly
- c. Creativity skills. It is assumed that should be had for everything that we do. It will make our works become enjoy, fun, and innovative. In writing skill, it includes the ability to write freely anything the students



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want to write. It is about how good the students explore and create their ideas and write it on the paper (SIL International, 1999, pp. 1).

The way of teaching writing and introduce the real writing skill is really necessary to be done by the teacher. Students have to know about the things in order to make them realize that how important this skill in language learning. Through the writing they are not only do an activity with a pen and piece of paper, but writing also about the activity of learning to communicate with the others about your life evidence or avowed existence. They will start to learn how to create a legacy. It is just like the old words “the elephant left the ivory, the tiger left the skins, but human left the legacy of master piece to be remembered”.

### **The Processes, Purpose and Components of Writing**

According to Keeling, Chapman, & Williams (2013, p. 6), writing is important for helping the students to learn, and help the students to explore their own reasons for wanting to write. Moreover, writing is different with other basic skills in English. In writing, writer does not face the reader directly. So, if there are mistakes or structural error, writer cannot overcome it with body language, facial expression, or speaking tone. As a result, these mistakes will result in different understanding. After all, being a good writer requires the competency in writing theory. So that, the information can be completely delivered to the reader.

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Writing is a process of expressing ideas. The ideas should be passed some processes before they can be enjoyed by the reader. There is no ideas can be enjoyed if they are not passing the process of expressing in writing. Writing is known as a daily activity. There is no one in this world who doesn't express the ideas in a day. In term of writing simple activities in daily life, writing can be seen in some activities such as filling forms, making a list, writing letter, note taking, and also academic writing. All the activity should be passed the process of expressing the ideas. It is about step by step in order to express the ideas in a good form of structured so that it can be understand by the others.

In academic writing, there are some various processes in composing a writing production. The process is used in order to make the writing products well-structured and organized. The readers will enjoy and interest more in reading and trying to understand the ideas. It is because we cannot let the role of audience or reader in writing is forgotten. The writing process as a private activity is generally known to consist of four main stages i.e. planning, drafting, revising and editing (Seow, 2002, p. 316): a. Planning

Planning is very important in the process of writing. The students have to plan what they will write that can make them easier in drafting. In planning, the first task of the students is to decide what to write about, that is to develop a specific writing idea. In developing ideas, students are expected to identify the audiences that will read their writing, to

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decide on the purpose of the writing, and to select the topic that interest the reader.

b. Drafting

Drafting means that writing the ideas in paper. Some learners are able to say their ideas orally but have difficulty in putting it into written text.

c. Revising

Clark states that revision is now seen as crucial for shaping and discovering meaning during composing. In revising, students may ask their friends to give correction and comments to the writing.

d. Editing

Nation states that editing involves going back over the writing and making change to its organization, style, grammatical and lexical correctness, and appropriateness. In editing, the students should consider about some mistakes.

Based on the processes of writing above, it is clear to realize how better the writing product if every writers follows the processes and focus on some important steps according to the processes; such us pre writing and brainstorming. The prewriting stage can be announced as the most important stage in writing. During this stage, the student explores and focuses on the purpose, audience, topic, and form that the writing task could take. This is the “getting ready to write” stage (Cohen & Cowen, 2010 p.324). In lining with the statement above, O’maelia states that “this



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first stage (prewriting) in the writing process is important to the final outcome because it causes the student to think about how they will plan out the rest of their writing. This stage is the most helpful in terms of organization and design” (2011, pp. 4). The statements above clear that how important the prewriting is in the writing process as the first step of conducting and developing the idea. All of the explanation from the experts above also have cleared how the way writing looks about the processes. It takes a deeper role in heart of the writing itself. The role of processes for writing is really important and useful in order to create a great well-organized writing product and also to see the students’ progresses in learning writing skill.

There are many rules which should be considered in writing. Some experts state their theories. Based on Brown (1994, pp. 94) and Linse (2005, pp. 105) writing have similar definition of process in writing. They explain that there are some stages in writing process: Pre-writing, drafting, and revising. Pre-writing is technique to generate ideas. It will be used as a beginning for children to prepare what they will write, collect their thought and ideas, if children do it, they can write without any hesitation or worry. Then, drafting is viewed as an important and complex set of stages, the mastery of which takes time, patience and trained instruction. At this stage the children write down all of their ideas. The last revising can be used to make a writing clear and convincing. But, Linse (2005, pp. 105) have two more other stages in writing process, i.e.: editing and

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publishing. Editing can be painful for children to rework a piece they feel is already finished. And publishing means that the writing pieces rewritten in a publishing or presentable.

Another expert are Oshima and Hogue's (1991, pp. 3). They state their opinion about writing processes. They claim that "there are four main stages in the writing process: prewriting, planning (outlining), and writing and revising drafts, and writing the final copy to hand in." They closed by a simple conclusion about some steps in the writing process, such:

- e. Step 1 (Prewriting): brainstorming.
- f. Step 2 (Planning): developing an outline.
- g. Step 3 (Writing): writing a rough draft.
- h. Step 4 (Revising): editing the rough draft for content and organization.
- i. Step 5 (Rewriting): writing a second draft, and proofreading it for grammar and mechanics.
- j. Step 6: writing a final copy to hand in.

From all the statements above, it can be seen that every experts has their own opinions, arguments, and points of view about writing process. The writer conclude according to the experts' statements above that there are five steps of the writing process. The first step in writing is pre-writing as an important one. I is the chance to prepare the ideas before writing. The second is writing, it is the way to express the idea that is prepared in pre-writing. The third is revising, it is time to review the logical ideas that have been written. The fourth is editing, it is to delete some idea that

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inappropriate in writing or to add some ideas that are interesting and appropriate in writing. The final step in writing is publishing. It is the last step of writing in which students hand in their final copy to the teacher.

Another thing that every language learners should concern in writing is that the purpose of the writing itself. There are some common purposes in writing. They are writing to inform, writing to explain, writing to persuade, and writing to amuse others. All the purpose are used in order to make writers especially language learners know about the style and focus of their writing. It is also correlate with the component of writing. The procedure gives the information about steps and paths to create a great master piece writing production. The purpose of writing give the information about the real focus of the target of writing. And the last is that the component.

The existence of component of writing is to identify whether teaching and learning processes have gained the goal or not, especially in writing, the teacher needs to give mark based on five principles and component scale of writing; Hughey (1983, pp. 139-141) states that the components of writing are : Content, Organization, Vocabulary, Language use and Mechanics. According to the component or usually calls profile, teacher will easier to see that the processes of writing are already done well by the student or not. For additional, Hughey also states that the profile indicates and provides the information about students' mastery of the



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particular criteria which define the components. Generally, in writing ability we have to know the components of writing. They are: a. Content

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

b. Organization

Fluent expression, ideas clearly states, well organized, and logically sequenced a cohesive. An essay is coherent if it is paragraphs are woven together of flow into each other. An essay, which lack of unity or orderly movement will not be coherent, the readers cannot move easily from one paragraph which is no relation to the first.

c. Vocabulary

In writing, there should be sophisticated range, effective word idiom, word choice and it is usage.

d. Language Use

Grammar or a language is description of speaking and writing habits of people who use it. In composition paragraph or paragraph, the knowledge of is very important. Without them, the writers will not be able to use it. So, the readers may not catch the points of writer's message.

e. Mechanic

Essay writing is mechanically good if it is writer demonstrates mastery of conversations, good spelling, punctuation, capitalization

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and paragraphing and also hand writing. The ability to give ideas in writing form is not easy, especially for students'. They should have a good feeling in everything which is interesting in a paragraph. Therefore, it is necessary for them to guide, and not control their ideas, which can be applied in writing activities process.

### The Nature of Descriptive text

This research uses descriptive as an instrument and material of teaching and learning writing. This kind of text is talking about identification and explanation about something. It defines two generic structures in composition. They are identification and description. Identification defines some general characteristic about the topic that is going to describe. Then the description defines the full and deep explanation about the characteristics that are existed or mentioned in identification.

According to John (206, pp. 249) descriptive paragraph is a text that describe something (person, place, and things). The writer must observe specific detail such as, senses (sight, hearing, taste, smell and touch). In other words, the writer must describe a person, place or thing for the readers by using performance rich in sensory details.

#### 1. Describe place

In describing place, the writer must make it clear. The location of objects must be clear. And then, the details must be

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arranged logically in order to make it easy for a reader to visualize the description in reader's mind. A controlling idea must be there, because it gives a focus in the paragraph.

2. Describe a person

The writer can describe person in many ways, such as his or her clothes, his or her looks like, manner of speaking, style and color of hair, facial appearance and expression.

3. Describe a thing

The writer can describe thing in many ways, usually to describe thing use five senses, such as touch, sight, smell, taste and hearing. For example: in describing a laptop. It has a metallic touch, cold until it warms up.

This kind of text consists some special characteristics. The characteristics will difference this text among the other kinds of text. The following characteristics of descriptive text are:

1. Using simple present tense
2. Using has and have
3. Using linking verbs (is, are, appears), and consist of
4. Using adjective (big, beautiful, small, etc.) and compound adjective (white skinned)
5. And sometimes using degree of comparison (she is taller than her brother).



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In addition, Descriptive paragraph usually includes the following linguistic feature. The first is specific participant, it means that the writer only has specific object. The second is using simple present tense, the sentence in writing descriptive paragraph must use simple present tense because this describes of the object. The third is using action verb, action verb is about verb to show real activity; and the last is that using adjective in order to make any noun words becomes clear identified in meaning. In fact, there are so many adjectives that can be used by the writer as the options to choose and it can be able to make the writing better.

Assessment of students' writing is a process. One of the major purposes of writing assessment is to provide feedback to students. Feedback is crucial to writing development. As the teacher, they must be sure to know what they want students to be able to do and why. In writing ability of descriptive text, the teacher will assess t students' writing by considering grammatical aspect, vocabulary, punctuation, mechanic, language feature, organization, etc. To assess students' writing of descriptive text, the teacher can measure students' ability based on the component which is adapted from some experts such as, Hughes, Jacob, Brown and Arikunto. In this field research, the writer will adapt the criteria of assessment by Hughes (2003). It can be seen in the following tables.

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**Assessment Aspects of Writing Descriptive Text**

| Aspect                   | Criteria   | Score |
|--------------------------|--|-------|
| Content                  | Clear and effective                                    | 4     |
|                          | Clear and ineffective                                  | 3     |
|                          | Less clear   | 2     |
|                          | Unclear and understandable                             | 1     |
| Organization             | The connection between ideas is clear                  | 4     |
|                          | There is transition between ideas                      | 3     |
|                          | The connection between ideas is not clear enough       | 2     |
|                          | The connection between ideas is unclear                | 1     |
| Vocabulary               | Appropriate and effective                              | 4     |
|                          | Appropriate, but less effective                        | 3     |
|                          | Less appropriate and ineffective                       | 2     |
|                          | Inappropriate and ineffective                          | 1     |
| Grammatical features     | Appropriate  | 4     |
|                          | Less appropriate but it does not influence the meaning | 3     |
|                          | Less appropriate but influence the meaning             | 2     |
|                          | Inappropriate  | 1     |
| Spelling and Punctuation | Appropriate  | 4     |
|                          | Appropriate enough                                     | 3     |
|                          | Less appropriate                                       | 2     |
|                          | Inappropriate  | 1     |

The writer has her own reason why choosing Hughes rubric of assessment to evaluate students' writing ability, it is more appropriate with the students' competence in level of senior high school and also support what the curriculum expects.

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## The Nature of TAD strategy

There are so many strategies that can be used by the students to help them solving their problems in language learning especially writing. One of the strategies is TAD strategy. TAD is a strategy that focus on solving students' problem in writing step by step by following the procedures (Transition-Actions-Details). According to Nui (2013:48), the Transition Action Details (TAD) strategy refers to "a drafting strategy that helps students to organize a sequence of events into a paragraph. In line with the statement above, Julie Bumgardner (2011) states that Transition-Actions-Details is the best strategy when you need to convey information in a particular order. Intro part (transition), main part (action) and an add-on part or two (details).

When we describe something as a sequence of events, we can use the same basic structure every time. That structure has three parts;

- a. **Transitions:** These are short phrases like "Then" or "After a while" or "In the beginning" that help to introduce each new action in the sequence. You don't have to have a transition for each action, but they can be very helpful at making your sequence flow smoothly.
- b. **Actions:** These are the actual events (the things that happened listed in the order in which they occurred.
- c. **Details:** This is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These answers are your details.



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Transition-Action-Details is a strategy which very useful and helpful to clarify concepts and ideas. This strategy will help the students learn to be specific. Transition-Action-Details uses a chart to help students brainstorm their ideas. It means in TAD, teacher provide a helpful tool or scaffolding.

According to Peha (2003, p. 38), Transition-Action-Details(TAD) is a writing strategy used Transition-Action-Details(TAD) chart which consist of columns and rows that shows a sequence of events. There are three columns that must be filled by participants, such as transitions column, actions column, and details column. And each column can be filled by several rows. After filled each rows and columns with sentences, the student can move the sentences that consisted about transitional signal, sequence of events, and some details actions into a new descriptive paragraph.

Fournier and Graves (2002) states that scaffolding is providing support to help the learners to bridge the gap between what they know and can do and the intended goal. Scaffolding is one of the most effective instructional procedures. When teachers utilize scaffolding techniques in the classroom, they will cue, question, coach, corroborate, and provide basic information. If it were not for the teachers' facilitation, students would not otherwise be able to complete a task or activity by themselves. Scaffolding is effective in achieving the level of potential development

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and it can be implemented for early age children. In the implementation, the teacher should well recognize the children and know properly.

One of the unique characters of this strategy is to focus on the step and process. It helps students step by step by following the major procedure of the strategy. It also can be said that the strategy uses step by step approach. In applying TAD Strategy, step by step approach is use to make the learning systematic so the composition made by the students is well structured. The TAD exercises can be published by the writing processes as follow:

- a. Brainstorming: generating ideas
- b. Organizing :TAD chart or other Strategies
- c. Drafting: rough or first draft
- d. Revising: revision of content and style.

Margot in her book “Be a Better Writer” in 2006 stated that this strategy easy to do and efficiently help the students to clearing their activities, steps by steps. Moreover, in this study, the students can have chances to work together and involve in a small discussion. So, Transition-Action-Details (T-A-D) Writing Strategy was not only focus on created a new writing product, but also activated student’s interactions (Margot: 2006). It strengths the statements above about the advantages of this strategy. It clearly showed that the strategy is really suitable with the approach of the writing nowadays that focuses on the process than the product.

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## The Nature of POW TREE strategy

In this part, the writer will describe about the nature or the definition of PENS strategy from experts' grand theories. The second strategy that is going to define in this research is POW TREE strategy. This strategy is more familiar among expert in language learning especially in writing subject. Some expert promote POW TREE strategy to be observed. Graham, Harris, et.al (2003 & 2007) says POW TREE helps students by teaching them to develop their opinions and thoughts into manageable components prior to and during the writing process. The steps for writing are included in the POW: Pick an Idea, Organize notes, Write and say more. Students begin the pre-writing process by deciding which side of an opinion they support. The second is the students develop a plan for writing organizes notes. In other words, the students are encouraged to add more reasons to their essays and to support their reason with explanation. The POW TREE strategy provides students a structure for planning an effective persuasive essay as well as reminder to evaluate their own performance.

Graham, Harris, et.al (1992, 2003 & 2007) says also about the Strengths of POW+TREE Technique; they are: 1) Easily implemented with no cost or set up 2) Used across content areas 3) Used with any writing program 4) Materials readily available 5) Designed for students with LD and severe learning difficulties. 6) Could be used with older students on an individual basis, with more grade appropriate graphics 7)



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Adapt stages and components as appropriate for students who need more scaffolding and support 8) Can be used with whole class, small groups &/or 1-on-1; And also, the relevance for Use with Students 1) All students can use and benefit from SRSD strategy 2) Many SWD need more scaffolding and practice in order to write persuasive/opinion essays.

3) Students develop goal-setting, self-monitoring, self-instruction and self-regulation skills 4) Writing arguments to support claims using valid reasons and relevant evidence is part of the Common Core Standards beginning in Kindergarten. This strategy teaches students to give at least 3 reasons with supporting evidence. It also teaches students to organize their writing. 5) Students develop a more positive attitude about themselves and writing.

Finally, the last is the step of “write and say more”. In this step, the students should develop all the ideas that have been chosen before. The ideas will be developed into a sentence and become a complete writing product. For the TREE part. It is used in order to evaluating and correcting the writing in POW part. The TREE are topic sentence, reasons, ending and examine. This strategy really useful in order to help students to product a writing easily by following the major steps of the strategy. The strategy is also suitable with the new approach that nowadays is used in writing is that progressing approach.

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## The Procedures of Using Strategies

### a. TAD strategy (Transition, Actions, Details)

According to Peha (2003, p. 38), there are six steps of applying the Transitions – Actions – Details (TAD) Strategy. These steps are also can be applied in teaching descriptive writing in the classroom. They are explained as follow:

#### 1. Fill in the Transitions

First of all, not every action needs a transition signal. Put the transitions in the story naturally when it is needed to be attached. Do not use the same transitions over and over again, because it would be boring to the reader. In truth, the best writing uses no transitional phrases. Instead, students better use logic to move from one action to the next.

#### 2. Fill in the first Actions box

To make the descriptive writing easier, students are guided to start with the first actions box first. The first action box is to be filled with the first action of the description or the preface of how the introduction begin.

#### 3. Fill in the last action box

After filling in the first action box, go straight to the last action box. This is needed to be done, so students can clearly see how the writing ends. The first two steps are meant help the

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students to see the wide angle of their story before they go to the specific details.

#### 4. Fill in the middle of the sequence

The top and the bottom action box are filled, and then it is time to fill the actions between the beginning and the end of the action box. It should be easier because of the first two steps helped the students to remind or create every events in between.

#### 5. Read over from the top to bottom of the action box

The action boxes are already filled. Then read over the sequence of actions. Check whether the actions are already in a correct structure organized order.

#### 6. Fill in the details (at least two per box)

Actions are fulfilled and already put in a correct structure organized order. Then, go to the details box. Fill in the details box with the detailed or additional information about every action of the writing. Put at least two details for every actions to serve a better understanding.

#### b. POW TREE Strategy

The procedure for POW TREE strategy is divided into two parts of step, they are:

##### 1. The procedures of POW

- a) Pick an idea



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Students begin the pre-writing process by deciding which side of an opinion according to the topic they support. In this section, students should do the brainstorming to create some ideas that can be related to the writing topic. The more ideas that students can think, the easier the topic can be develop.

b) Organize note

Students should develop a plan for writing by doing organized note. According to Raimes (1983, pp. 116) organizing your thoughts in writing is like writing itself, a process. It is a process of moving back and forth from general statements to specific details. Finding appropriate and relevant details and arranging them in the most effective order. It is also a process of moving back and forth between reading and writing. Writing something down and reading over it for more material by discussion or reading. Reading for discover how other writes organize their meaning and then get back to write again.

c) Write and say more

In this step, the students should develop all the ideas that have been chosen before. The ideas will be develop into a sentence and become a complete writing product. For the TREE part. It is used in order to evaluating and correcting the writing in POW part.

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2. The procedures of TREE

Peter Westwood (2008, p. 75) said that TREE strategy is a strategy which can use while writing and help to stay on topic while writing. TREE means topic sentence, reasons, explain and ending. This strategy can be taught in large or small group activity. The teacher can easily present this strategy by introducing the TREE with a chart for each elements of it.

a) Topic sentence

- 1) Clearly identify the topic of the paper that is going to write. Make sure that the title clearly reflects this topic.
- 2) When selecting a topic for a paper, make sure that it is a topic that is wide enough to get information of that is not too wide, so that there will be so much information that can be state in the writing paper.
- 3) After giving a topic on which to write, make sure that students understand it well. If it is not, please ask the teacher to fully explain it for the students.

b) Reasons

- 1) Analyze each paragraph of the paper in relation to the topic. Either do this as students write the paper, or do it after students have written the paper.
- 2) Ask students why this paragraph is include in the paper and how the paper would be without this paragraph.

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- 3) If a paragraph does not seem to be related to the topic of the paper, either drop it or change the content so it more closely matches the topic.
- c) Explain
- 1) As students write each paragraph or after they written a paragraph. Read it and ask themselves if each sentences is related to the topic sentence of the paragraph.
  - 2) If a sentence does not seem to be related to the topic of the paragraph, either drop it or try to change the content so it more closely matches the topic.
- d) Ending
- 1) Write a concluding paragraph or read the one that it has already written, and ask themselves if it summarizes the main ideas of the paper or comes to a conclusion based on the information presented in the paper.
  - 2) Make sure that there is no any new information that has not been covered before.
  - 3) If the ending includes information that is not relevant, drop it or change it to make it relevant.



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## Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related help to analyze what the point that focuses on, informs the design, finding the conclusion of the previous researches, as follows: the first is Veranita Budiani (2014) carried out a research entitled *“Using Tad (Transition-Action-Details) Strategy To Improve The Eighth Grade Students’ Ability In Writing Descriptive Texts At Smpn 2 Depok In The Academic Year Of 2013/2014”* The subjects of the research were 32 students of VIII B class at SMPN 2 Depok in the academic year of 2013/2014. The data were collected by observing the teaching and learning process during the implementation of the action, interviewing the students and the English teacher, giving pre-test and post-test to the students, and taking pictures of the teaching and learning process. The data were in the form of interview transcripts, field notes, and students’ writing.

The results of the two cycles showed that the use of the TAD strategy is believed to be effective to improve the students’ ability in writing descriptive texts. The students’ writing problems can be minimized by applying the TAD strategy. The TAD strategy also facilitated the students to construct and build their own ideas to become a descriptive text, then explore their words into a systematic schema. In reference the students’ writing scores, the students’ ability in five aspects

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of writing improved after the TAD strategy was applied. It was proved by the mean score of their descriptive text writings in the post-test (73.96), which was higher than that in the pre-test (63.64). Furthermore, the students' activeness increased during performing the Transition-Action-Details (TAD) Strategy from the first until the last meeting. They were free to express their ideas that related to the topic.

Another one is Riswanto and Pebri Prandika Putra (2012) entitled "*The use of Block Method in Teaching of Writing at SMAN 3 Bengkulu Indonesia*". The purpose of this study was to identify whether the use of block method was effective in improving the students' writing achievement. The research design was nonequivalent groups pretest and posttest design. The population was the first year students of SMAN 3 Bengkulu in academic year of 2011/ 2012 with the total population were 234 students. By using purposive sampling, two groups (60) students were selected and each of which consisted of 30 students. Writing test was used to collect the data and analyzed by using T-test. The result revealed that in pre-test score,  $t$  obtained was lower than  $t$  table ( $0.25 < 2.0$ ). It means that there was no difference score for both groups. In post-test,  $t$  obtained was higher than  $t$  table ( $2.7 > 2.0$ ). It means that there was a significance difference between students' writing achievement in experimental and control group.

Indah Purwati (2016/2017) carried out a research entitled "*Teaching Descriptive Writing by Using Tad (Transition Action Details)*"

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*Strategy to the Eighth Grade Students of SMPN 16 Palembang*”. This journal mostly discusses about the effect of using TAD strategy to increase student’s writing ability in procedure text. are: 1) to find out whether or not there is a significant improvement on the eighth grade students” descriptive writing achievement who are taught by using TAD Strategy at SMPN 16 Palembang, and 2) to find out whether or not there is a significant difference between the eighth grade students” descriptive writing achievement between those who are taught by using TAD Strategy and those who are not at SMPN 16 Palembang. The population of the study was the eighth grade students of SMPN 16 Palembang in the academic year of 2016/2017. The sample of the study was taken by using nonrandom sampling method. The writer selected class VIII.4 as the control group and VIII.2 as the experimental group. It consisted of 50 students, 25 students for control group and 25 students for experimental group.

In this study, the writer used quasi experimental design. The test was used as pretest and posttest for both groups. The result showed that teaching descriptive writing by using TAD (Transition Action Details) Strategy had a significant effect on the students” writing achievement. It can be seen from the result of the posttest of each group. The achievement of the experimental group was higher than control group. Based on the independent sample t-test analysis, it was found that t-obtained was higher than t-table. The t-obtained was 5.013 and t-table was 2.0639 at



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the significance level  $p < 0.05$  in two tailed testing with the degree of freedom. It means that there was significant difference in writing achievement between the students who were taught by using TAD than those who were taught by using teacher's method. From the result of the test, it implies that TAD strategy could be used as an alternative strategy in teaching writing.

David (2010) carried out a research entitled "*The Idea of Using PENS Writing Strategy*" this action research was aimed to study about the improvement on the writing ability of the second year students of SMP 5 Negeri Medan. This study also aimed to identify the factors that caused the improvement on students writing after performing the PENS strategy. In this study, the writer implemented two cycles, in which one cycles consisted Planning, Action, Observation, and Reflection Stage. The treatment also designed two meeting in each cycle. In addition, during performing the PENS strategy, the research found that the activeness and motivation of the student increased from the first meeting until the last meeting. As the result of this study through the writing strategy, the observation sheets and filed notes at tested that the students gain positive progress toward the PENS strategy and this strategy could improve students' achievement and motivation during the writing subject. Helping the students and also making the classroom became more fascinating.

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The research about increasing students' ability in writing, done by Fitriyanti (2009) with the title “ *A comparative study on the ability in writing short paragraph with and without picture...* ” she is interested in conducting her research to find out the significance difference between students' ability in writing short paragraph and without picture. She found out that the result of students' ability in writing short paragraph with and without picture  $2.992 > 2000$ . It means that  $t_{\text{observe}}$  is higher than  $t_{\text{critical}}$ , so, there is significant difference between students' ability in writing short paragraph with and without picture.

Then, Sri Wahyuni (2010) conducted a research entitled “*The Effectiveness of STAD (Student Teams-Achievement Division) in Improving Students' Writing Ability...*” she is interested in conducting her research to find out the students who are taught using STAD have significantly better expository writing ability than those who are taught using conventional method. The result shown that the mean scores of the three components of writing of the experimental group were higher than those of the control group. Therefore, STAD employed in the experimental group helped students improve their expository writing ability. Furthermore, all of the obtained F-ratios in testing the hypotheses were significantly higher than the critical value (3.988) at significant (P)

$\leq .05$  (df 1 and 68). The obtained F-ratios of the hypotheses testing were respectively 614.078 for the general hypothesis, 65.277 for the first specific hypothesis, 68.895 for the second specific hypothesis, and

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108.637 for the third specific hypothesis. This revealed that there was enough evidence to reject the null hypotheses; consequently, the alternative hypotheses were accepted. So that, the students who were taught using STAD had better writing ability than those of who were taught using conventional method. In other words, STAD was effective in improving students' expository writing ability.

Also, Yunda Darajatul Ilmi (2017) studied about "*Pick the Idea, Organize, Write It Up (POW) & Topic, Reason, Explain, Ending (TREE) for Teaching Cohesive Devices in EFL Students*". The aim of this research is to explore how the way I use POW+TREE strategy to improve students' cohesive devices mastery. This research was conducted in one of junior high school in Surakarta at eighth grade students. Based on the preliminary study, I found that students had writing problems in mastering cohesive devices. I chose POW+TREE strategy to improve their writing problems in mastering cohesive devices. This study used Classroom Action Research (CAR) research design. The CAR activity involves of planning, acting, observing, and reflecting. The subjects of this study are 29 students in the eighth grade in academic year 2016/2017. The data were collected through writing test, observation, and field-notes.

There was an improvement in the students' score from preliminary study and after the implementation of the strategy. The average score after implementation in cycle 2 was 83.2IV. As the result of observation



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sheet, it showed that the students' interest also increased that was proved by students' activeness in asking difficult words. The field notes showed that in the teaching and learning process, most of the students enjoyed in writing activity. Hence, it can be concluded that the implementation of POW+TREE strategy was successful for students' writing ability in mastering cohesive devices. Considering that the strategy had successfully improved the students' writing ability in mastering cohesive devices it is suggested for future researchers to conduct an experimental research related to this strategy for the same skill.

## **The Operational Concept**

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. It is an important element in scientific study, in order to see what the researcher going to do in the field. As a concept, it is still operating in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure. The operational concepts of the variable in this research can be seen on the description below:

### **1. The indicators of TAD strategy**

According to Peha (2003, pp. 38), the indicators for using TAD strategy are:

- a. Teacher starts to introduce TAD strategy in writing a descriptive paragraph to the students.

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- b. Teacher divides students in groups and ask them to talk about their prior knowledge about the topic.
- c. Students are asked to discuss about free writing (a type of writing where students freed to write or keep writing what they want to write).
- d. Teacher gives explanation about Transition-Action Details (T-A-D) Writing Strategy and elaborate some samples of the experiences in the past and the discussion about free writing.
- e. The students create and develop their own experiences into a descriptive text paragraph by using Transition-Action-Details (T-A-D) Writing Strategy.
- f. Students are involved in a discussion where everybody has to read and give comments about descriptive texts they written.
- g. Students continue the activity to revise their work in another draft.
- h. Teacher reminds the students to do reviewing the errors that may be existed and editing it.
- i. Teacher gives a respond to the students' writing work by asking some simple questions about their writings and conclude the material.
- j. The teacher motivate the students, so they are more interested in studying English.

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## 2. The indicators of POW TREE strategy

According to Peter Westwood (2008, pp. 75), the indicator for using POW TREE strategy are:

- a. Teacher starts with asking the students' knowledge about the topic by previewing students' ideas but still in under supervision.
- b. Teacher asks students to explore any words that correlate to the topic by using activity of listing, mapping and clustering.
- c. Teacher lets that students do the works for a while and facilitate them about any questions of the activity in order to create some ideas about the topic.
- d. Students are asked to pick an idea or opinion that have been create.
- e. Teacher asks students to organize and generate notes and ideas for each part of the TREE strategy.
- f. Students formulate a topic sentence expressing an opinion.
- g. Teacher asks students to give at least three reasons to support the topic sentence and explain your reasons.
- h. Students formulate a statement to summarize the topic sentence.
- i. Last, students need to address the fourth element of the writing process, editing and revising.
- j. Then, teacher asks the students to develop the key words into some complete sentences and link the sentence into a paragraph.



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- k. Teacher gives a respond to the students' writing work by asking some simple questions about their writings.
- l. Teachers conclude the materials and give a feedback for students.
- m. The teacher give motivation for the students, so they are more interested in studying English.

### 3. The indicator of student's writing ability

In the way of seeing students' writing ability, something that must be concerned and tested in writing covers the indicators of writing which require the students or writers to be able to use: (1) content, format, sentence structure, vocabulary, punctuation, and spelling (Nunan, 1998, pp. 36); (2) generic structure (organization), developing ideas, accuracy (grammar and vocabulary), and mechanics (spelling and punctuation) (BSNP); (3) grammar, vocabulary, mechanics (punctuation, spelling, and capitalization), fluency, and organization (Hughes, 1996: 91); and (4) word choice, grammar, mechanics (punctuation, spelling, and handwriting), and organization of ideas (Gebhard, 1996, pp. 221). In term of writing descriptive text, there are some indicators that should be done by the students. Based on lesson plan of English syllabus states on 2013 curriculum, below are the indicators of ability in writing descriptive paragraph:

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- a. The students produce the detail information related to the topic appropriately.
- b. The students write the identification clearly.
- c. The students write the description clearly.
- d. The students use adjective correctly.
- e. The students use linking verb correctly.
- f. The students use simple present tense correctly.
- g. The students use vocabulary appropriately.
- h. The students apply the mechanic (spelling, punctuation and capitalization) correctly.

## II. 10 Assumptions and Hypotheses

### II.10.1 The Assumption

In this research, there are two techniques that can be used by the teacher in teaching learning process. After applying these techniques the writer assumes if round table and dictogloss techniques will be:

- a. TAD strategy is assumed able to increase students' writing ability of descriptive text rather than POW TREE strategy.
- b. POW TREE strategy is assumed able to increase students' writing ability of descriptive text rather than TAD strategy.
- c. TAD strategy is assumed more effective to increase students' writing ability of descriptive text than POW TREE strategy.

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## II.10.2 The Hypotheses

### a. First Hypotheses

Ho : There is no a significant effect of using TAD strategy on students' writing ability at MA Al Ihsan Boarding School Riau

Ha : There is a significant effect of using TAD strategy on students' writing ability at MA Al Ihsan Boarding School Riau

### b. Second Hypotheses

Ho : There is no a significant effect of using POW TREE strategy on students' writing ability at MA Al Ihsan Boarding School Riau

Ha : There is a significant effect of using POW TREE strategy on students' writing ability at MA Al Ihsan Boarding School Riau

### c. Third Hypotheses

Ho : There is no a significant difference in writing ability between students taught by using TAD strategy and taught using POW TREE strategy at MA Al Ihsan Boarding School Riau

Ha : There is a significant difference in writing ability between students taught using TAD strategy and taught using POW TREE strategy at MA Al Ihsan Boarding School Riau



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## CHAPTER III

### RESEARCH METHODOLOGY

#### III.1 Design of the Research

The design of this research is an Experimental Design that focused on Quantitative research with (pre-test and post-test) design. Two groups serve as an experimental group and the other one as comparative group. Creswell (2009:155) states that when individual are not randomly assigned, the procedure is called Quasi-experiment. According to L. R Gay (2000: 364), the Quasi-experimental design involves selecting two groups differing on some independent variables and comparing them on some dependent variables. According to L.R Gay (2000:349), the experimental method is a method of the research that can test hypotheses concerning with cause and effect relationship in the experimental research. The group may differ in a number of ways.

One group may possess a characteristic that other does not, one group may passes more of characteristics than the other, or the two group may have different kind of experiences. Gay said “An experiment typically involves a comparison of two groups (although as you will see later, there may be only one group, or there may be three or more groups). The experimental comparison is usually one of three types: 1. Comparison of two different approaches (A versus B); 2. Comparison of a new approach and the existing approach (A versus no A); 3. Comparison of different

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amount of a single approach (A little of A versus a lot of A)” (2000, p.368). Type 1 (comparison of two different approaches) is conducted in this research. There are three variations. In this research; TAD strategy (X1) and POW TREE strategy (X2) was independent variables, while the students’ writing ability was dependent variable. Both classes was taught by using TAD strategy and POW TREE strategy. Therefore, the experimental class was provided with pre-test, treatment and posttest.

This research aimed to find out the effect of TAD strategy and POW TREE strategy toward students’ writing ability in the experimental group. Creswell (2009, p.160) explains both groups take a pre-test and post- test. Only the experimental group received the treatment. The research design can be seen as follows:

**Table 3.1****The Research Design**

| E1 | O1 | X1 | O2 |
|----|----|----|----|
| E2 | O1 | X2 | O2 |

- E1 : Experimental Group I  
 E2 : Experimental Group II  
 X1 : Independent Variable 1 (TAD strategy)  
 X2 : Independent Variable 2 (POW TREE strategy)  
 O1 : Pre-test  
 O2 : Post-test

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### **III.2 Location and Time of the Research**

The research will be conducted at MA Al Ihsan Boarding School Riau which is located on Kubang Raya Street, Siak Hulu, Kampar Regency. The research will be conducted from January until March 2021.

### **III.3 Subject and Object of the Research**

The subject of the research was the eleventh grade students' at MA Al Ihsan Boarding School Riau, and the object of this study was the difference in writing ability of descriptive text between students taught by using TAD strategy and those taught by using POW TREE strategy.

### **III.4 The Population and Sample of the Research**

#### **1. Population**

The population of this research was the eleventh grade at MA Al Ihsan Boarding School RIAU. There are six classes of eleventh grade. The classes divided into two groups, they were three male classes and three female classes. The total number of the eleventh grade students are 141 students. The following table will show the details:



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**Table III.2**

**The Total Population of the Eleventh Grades at  
MA Al Ihsan Boarding School Riau**

| No           | Classes     | Population |           | Total      |
|--------------|-------------|------------|-----------|------------|
|              |             | Male       | Female    |            |
| 1            | Al Kindi    | 37         | 0         | 1          |
| 2            | Al Thabari  | 21         | 0         | 2          |
| 3            | Ibnu Qoyyim | 20         | 0         | 3          |
| 4            | Al Farabi   | 0          | 27        | 4          |
| 5            | Al Biruni   | 0          | 19        | 5          |
| 6            | Az Zahrawi  | 0          | 17        | 6          |
| <b>Total</b> |             | <b>78</b>  | <b>63</b> | <b>141</b> |

**2. Sample**

According to Gay (2000), sampling is the process of selecting a number of individuals or a study in such a way that they represented the larger group from which are selected. The total number of the population of the eleventh grade students at MA Al Ihsan Boarding School Riau in academic 2020-2021 is 141 students. The sample was 40 students divided two classes which consist of X1 as an experimental class I and X2 as an experimental class II. The sample was taken by using *cluster random sampling*. In cluster random sampling all members of selected groups need to have similar characteristics. Among six classes of the eleventh grade, two classes was taken as the sample of this research as follows:

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**Table III.3**

**The Sample of the Eleventh Grades Students at  
MA Al Ihsan Boarding School Riau**

| No           | Classes     | Population |          | Total     | Attend    |
|--------------|-------------|------------|----------|-----------|-----------|
|              |             | Male       | Female   |           |           |
| 1            | Al Kindi    | 37         | 0        | 37        | 20        |
| 2            | Ibnu Qoyyim | 23         | 0        | 23        | 20        |
| <b>Total</b> |             | <b>58</b>  | <b>0</b> | <b>58</b> | <b>40</b> |

The sample of this research was the students of class X1 and X2. The reasons are both of these two classes have similar characteristics. They are the total number of male and female students, the population of the class, and then after doing interview with the teacher, the students in the class have almost same capability of English. So that the researcher take these classes as the sample.

### III.5 The Technique of Collecting Data

A research must have the instrument to collect the data because a good instrument can guarantee the data collection to be valid and accurate. The data were collected by using the following instruments: a. Observation

Observation used to observe directly the implementation of using TAD and POW TREE strategies during teaching and learning process in the classroom. The higher quality of the implementation will correlate to the better result that can be collect by the researcher in the research. In

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observation technique, the researcher had some lists of observational items which were used to observe in the class during teaching and learning process by using TAD and POW TREE strategy by the teacher and the students. b. Test

The tests administered to assess students' writing ability of descriptive paragraphs. The students were given some topics related to description. Then they took one of the topics and they wrote about topic on the answer sheet. The tests did in two stages. The first was pretest before giving the treatment to the experimental classes. The second was post-test after giving the treatment to the experimental classes. Especially for control class, the tests (pre – post) was given without any treatments.

### III.7 Data Analysis Technique

In this research, there are three variables; two independent variables (X) and one dependent variable (Y). Score of the pre-test and the post-test of the experimental and control class were used in analyzing the data. This score was analyzed statistically. There were two formula used in analyzing the data, they were:

In analyzing the data, the researcher used scores of pre-test and post-test of the experimental and control groups. Those scores were analyzed by descriptive and inferential statistics.



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a. Independent sample t-test

To find out whether there is a significant difference or there is no significant difference between two or more variables will be analyzed by using Independent Sample t-test. Gay (2009: 484) adds that the t-test for independent sample will be used to determine whether there is probably a significant difference between the means of two independent samples. Parmjit et al. (2006: 160) also say that Independent sample t-test is used to measure the significance of the difference between the means of two samples. Gay (2000: 484) adds that the t-test for independent sample is used to determine whether there is probably a significant difference between the means of two independent samples. The formula is used:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{(SD_X)^2}{N_1 - 1} + \frac{(SD_Y)^2}{N_2 - 1}}}$$

Where:

t = The value of comparing two means

M<sub>x</sub> = Mean of the score in pre-test

M<sub>y</sub> = Mean of the score in post-test

SD<sub>x</sub> = Standard deviation of experimental group

SD<sub>y</sub> = Standard deviation of compare group

N<sub>1</sub> = Number of the sample in pre-test

N<sub>2</sub> = Number of the sample in post-test

1 = The constant number

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b.

The t-table has the function to see if there is a significant difference among the mean of the scores of both experimental and control groups, The t-test obtained value is consulted with the value of t-table at the degree of freedom (df) = (N1+N2)-2 which is statistically hypothesis:

$$H_a: t_o > t\text{-table}$$

$$H_o: t_o < t\text{-table}$$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is effect after giving the treatment of TAD and POW TREE strategies toward students' writing ability.  $H_o$  is accepted if  $t_o < t\text{-table}$  or there is no effect after giving the treatment of TAD and POW TREE strategies toward students' writing ability.

Paired sample t-test or Non-independent Sample t-test Non-independent sample t- test is known also as Paired-Sample ttest.

This formula were used to obtain the result of the hypothesis that is to find out whether there is significant effect of using TAD and POW TREE strategies toward students' writing ability at MA Al Ihsan Boarding School Riau. L.R Gay (2009) states that t test for non- independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre- and post- test or on two different treatments.

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is significant effect after giving the treatment TAD and POW TREE strategies toward students' writing ability at the eleventh grade of MA Al Ihsan Boarding School Riau.  $H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect after

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giving treatment TAD and POW TREE strategies toward students' writing ability at the eleventh grade of MA Al Ihsan Boarding School Riau.

Afterward, it is better to find the coefficient effect of T-test by following formula, *Eta-squared* (Ridwan: 2008):

$$kp = \frac{\sum_{j=1}^k \frac{(\sum_{i=1}^n x_{ij})^2}{n}}{\sum_{j=1}^k \frac{(\sum_{i=1}^n x_{ij})^2}{n} + \sum_{i=1}^n \frac{(\sum_{j=1}^k x_{ij})^2}{k}} \times 100\%$$

Where:

Kp : Coefficient effect

$\eta^2$  : Coefficient

After finding the percentage by using *Eta-squared* formula, the classification of the effect size will be found by using *Cohen d* table classification. The result of calculation of effect size can be also interpreted in an effect size classification by Cohen (1988):

**Table III.4 Cohen Effect Size Classification Table (*Cohen d* Table)**

|                    |               |
|--------------------|---------------|
| $0.2 \leq d < 0.5$ | Small Effect  |
| $0.5 \leq d < 0.8$ | Medium Effect |
| $0.8 \leq d < 2.0$ | Large Effect  |

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# APPENDIXES

UIN SUSKA RIAU

## SURAT KETERANGAN RISET

Nomor : 767/S-KET/E/KEPSEK/MA-IBS/V/2021

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Al-Ihsan Boarding School (IBS)

Riau :

Nama : WAHIDUSSOMAD, Lc.M.Sy  
NIPTK : 1410176  
Jabatan : Kepala Madrasah  
Instansi : MA Al-Ihsan Boarding School

Dengan ini menerangkan bahwa:

Nama : ELVARIDHA  
NIM : 21691204953  
Semester/Tahun : VII ( Tujuh ) / 2021  
Program Studi : Pendidikan Agama Islam S2  
Konsentrasi : Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah melakukan Riset di MA Al-Ihsan Boarding School ( IBS ) mulai dari tanggal 01 Februari s/d 30 Maret 2021 dengan **Judul "Comparative Study Of The Effect of Using Tad and Pow Tree Strategies on Students' Writing Ability at Madrasah Aliyah Al-Ihsan Boarding School Riau"**.

Demikian surat keterangan ini dibuat dan apabila dikemudian hari terdapat kekeliruan dalam surat keterangan ini, maka akan diadakan perubahan sebagaimana mestinya.

Siak Hulu, 25 Mei 2021  
Kepala Madrasah  
Al-Ihsan Boarding School



WAHIDUSSOMAD, Lc.M.Sy  
NIPTK. 1410176

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| KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI |                    |  |                                |             |
|--|--------------------|--|--------------------------------|-------------|
| NO.  | Tanggal Konsultasi | Materi Pembimbing / Promotor*                        | Pasal Pembimbing / Co Promotor | Keterangan  |
| 1.   | 20 April 2024      | Bab I Chapter I Chapter II Chapter III               | [Signature]                    | [Signature] |
| 2.   | 20 April 2024      | Observation for and Interview                        | [Signature]                    | [Signature] |
| 3.   | 20 April 2024      | Interview and Presentation                           | [Signature]                    | [Signature] |
| 4.   | 20 April 2024      | Interview and Presentation                           | [Signature]                    | [Signature] |
| 5.   | 20 April 2024      | Pengantar dan Bab I Chapter I Chapter II Chapter III | [Signature]                    | [Signature] |
| 6.   | 20 April 2024      | Pengantar dan Bab I Chapter I Chapter II Chapter III | [Signature]                    | [Signature] |

Catatan: \*Tanda yang sudah diisi  
 Pakar/Promotor: [Signature]  
 Pembimbing / Co Promotor: [Signature]





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itu masalah.

Kasim Riau



UIN SUSKA RIAU



THE HEAD OF LANGUAGE DEVELOPMENT CENTER

## LANGUAGE DEVELOPMENT CENTER

### STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

### مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

## CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Elvaridha

ID Number : 21691204953

Date of Birth : May 31, 1993

Sex : Female

Test Form : Paper Based Test

Achieved the following scores on the

### English Proficiency Test

Listening Comprehension : 66

Structure & Written Expressions : 65

Reading Comprehension : 54

Overall Score : 617

Expired Date : January 16, 2022

**English Proficiency Test & Certificate Provided by**  
**Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.**  
*The scores and information presented in this score report are approved.*  
 Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004  
 HP. 0832 7144 0823 Fax. (0761) 858832  
 Email : info@pusat-bahasa.info Website : pusat-bahasa.info

The Head of Language Development Center



Mahyudin Syukri, M. Ag  
 NIP. 19720421 200604 1 003



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مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



## SERTIFIKAT ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

**Elvaridha**

Nomor ID : 21691204953

Jenis Kelamin : Perempuan

Tanggal Lahir : 31 Mei 1993

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 52

القواعد : 57

القراءة : 40

النتيجة : 497

Berlaku Hingga : 22 Desember 2021



Arabic Proficiency Test® Certificate Provided by  
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.  
The scores and information presented in this score report are approved.

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Email : [info@pusat-bahasa.info](mailto:info@pusat-bahasa.info) Website : [pusat-bahasa.info](http://pusat-bahasa.info)



Mahyudin Syukri, M. Ag

Head of Language Development Center





KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004  
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 0738/Un.04/Ps/PP.00.9/2020  
Lamp. : 1 berkas  
Perihal : Penunjukan Pembimbing Utama dan  
Pembimbing Pendamping Tesis Kandidat Magister

Pekanbaru, 15 Mei 2020

Kepada Yth.

1. Dr. Abdul Hadi, MA, PhD (Pembimbing Utama)
2. Dra. Hj. Helmiati, M. Ag (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Elvaridha  
NIM : 21691204953  
Program Pendidikan : Magister/Strata Dua (S2)  
Program Studi : Pendidikan Agama Islam  
Semester : VIII (Delapan)  
Judul Tesis : Comparative Study Of The Effect Of Using Tad And Pow Tree Strategies On Students' Writing Ability At Ma Al Ihsan Boarding School Riau

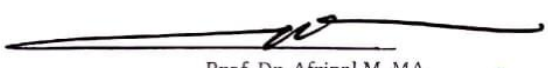
Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,  
Direktur,

  
Prof. Dr. Afrizal M. MA  
NIP. 19591015 198903 1 001

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Nomor : 137/Un.04/Ps/PP.00.9/2021 Pekanbaru, 20 Januari 2021  
Lamp. : 1 berkas  
Hal : Izin Perpanjangan Kegiatan Riset Tesis/Disertasi

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu Riau  
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

|                       |   |
|-----------------------|---|
| Nama                  | : ELVARIDHA   |
| NIM                   | : 21691204953   |
| Program Studi         | : Pendidikan Agama Islam S2   |
| Semester/Tahun        | : VII (Tujuh) / 2021  |
| Judul Tesis/Disertasi | : Comparative Study of The Effect of Using Tad and Pow Tree Strategies on Students' Writing Ability at MA Al Ihsan Boarding School Riau |

maka dimohon kesediaan Bapak/Ibu/Saudara untuk memperpanjang izin risetnya di MA Al Ihsan Boarding School Riau

Waktu Penelitian: 3 Bulan (25 Januari 2021 s.d 25 Maret 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

  
Prof. Dr. Afrizal, M. MA  
NIP. 19591015 198903 1 001

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**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
 Email : [dpmpstp@riau.go.id](mailto:dpmpstp@riau.go.id)

### REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/37936  
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 137/Un.04/PP/PP.009/2021** Tanggal 20 Januari 2021, dengan ini memberikan rekomendasi kepada

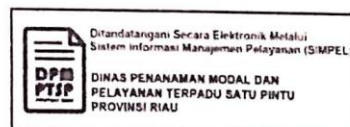
- |                      |  |
|----------------------|--|
| 1. Nama              | ELVARIDHA  |
| 2. NIM / KTP         | 21691204553  |
| 3. Program Studi     | PENDIDIKAN AGAMA ISLAM   |
| 4. Konsentrasi       | PENDIDIKAN BAHASA INGGRIS  |
| 5. Jenjang           | S2   |
| 6. Judul Penelitian  | COMPARATIVE STUDY OF THE EFFECT OF USING TAD AND POW TREE STRATEGIES ON STUDENTS' WRITING ABILITY AT MA AL IHSAN BOARDING SCHOOL |
| 7. Lokasi Penelitian | MA AL IHSAN BOARDING SCHOOL  |

Dengan ketentuan sebagai berikut

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya

Dibuat di Pekanbaru  
 Pada Tanggal 22 Januari 2021



#### Tembusan :

#### Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
3. Up. Kaban Kesbangpol dan Linmas di Pekanbaru
4. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : ELVARIDHA  
NIM :  
PROGRAM : PASCASARJANA  
PRODI : PAI  
KONSENTRASI : PBI

| NO | TGL/HARI        | JUDUL TESIS/DISERTASI  | PARAF SEKRETARIS | KET            |
|----|-----------------|--|------------------|----------------|
| 1  | RABU, 17-5-2017 | A COMPARISON BETWEEN THE EFFECT OF USING COOPERATIVE LEARNING TECHNIQUE          |                  | ANHARY RIJAL   |
| 2  |                 | (NHT & PAIR CHECK) ON STUDENTS' READING COMPREHENSION.                           |                  |                |
| 3  |                 |  |                  |                |
| 4  | RABU, 17-5-2017 | THE COMPARISON BETWEEN THE EFFECT OF USING "STOP AND DARE" AND JOT THOUGHTS      |                  | PIKRI HIDAYATI |
| 5  |                 | STRATEGIES ON STUDENTS' WRITING ABILITY AT MA AL-MUNAWWARAH PEKANBARU            |                  |                |
| 6  |                 |  |                  |                |
| 7  | RABU, 17-5-2017 | THE EFFECT OF USING COMIC STRIPS STRATEGY OF STUDENTS' READING COMPREHENSION AND |                  | ARIF YUSDIANTO |
| 8  |                 | WRITING ABILITY AT THE SECOND YEAR STUDENTS OF MTS NURUL ISLAM SERESAN INDRAGIRI |                  |                |
| 9  |                 | HULU REGENCY   |                  |                |
| 10 |                 |  |                  |                |
| 11 | RABU, 17-5-2017 | THE INFLUENCE OF STUDENTS' ANXIETY AND STUDENTS' VISUAL LANGUAGE LEARNING        |                  | HARI MALIK     |
| 12 |                 | STYLE ON THEIR ENGLISH ACHIEVEMENT AT JUNIOR HIGH SCHOOL ISLAMIC BOARDING        |                  |                |
| 13 |                 | SCHOOL AL-MUNAWWARAH PEKANBARU   |                  |                |
| 14 |                 |  |                  |                |
| 15 |                 |  |                  |                |

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Direktur,

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Prof. Dr. H. Ilyas Husti, M.Ag  
NIP. 19611230 198903 1 002

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### KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : ELVARIDHA  
NIM :  
PROGRAM : PASCASARJANA  
PRODI : PAI  
KONSENTRASI : PBI

| NO | TGL/HARI        | JUDUL TESIS/DISERTASI   | PARAF<br>SEKRETARIS | KET               |
|----|-----------------|---|---------------------|-------------------|
| 1  | RABU, 17-5-2017 | A COMPARISON BETWEEN THE EFFECT OF USING COOPERATIVE LEARNING TECHNIQUE   |                     | ANHARY<br>RIJAL   |
| 2  |                 | (NHT & PAIR CHECK) ON STUDENTS' READING COMPREHENSION.  |                     |                   |
| 3  |                 |   |                     |                   |
| 4  | RABU, 17-5-2017 | THE COMPARISON BETWEEN THE EFFECT OF USING "STOP AND DARE" AND JOT THOUGHTS   |                     | FIKRI<br>HIDAYATI |
| 5  |                 | STRATEGIES ON STUDENTS' WRITING ABILITY AT MA AL-NUNAWARAH PEKANBARU  |                     |                   |
| 6  |                 |   |                     |                   |
| 7  | RABU, 17-5-2017 | THE EFFECT OF USING COMIC STRIPS STRATEGY OF STUDENTS' READING COMPREHENSION AND  |                     | ARIF<br>TUSDIANTO |
| 8  |                 | WRITING ABILITY AT THE SECOND YEAR STUDENTS OF MTS NURUL ISLAM SERESAN INDRAGIRI  |                     |                   |
| 9  |                 | HOW REGENCY   |                     |                   |
| 10 |                 |   |                     |                   |
| 11 | RABU, 17-5-2017 | THE INFLUENCE OF STUDENTS' ANXIETY AND STUDENTS' VISUAL LANGUAGE LEARNING STYLE ON THEIR ENGLISH ACHIEVEMENT AT JUNIOR HIGH SCHOOL ISLAMIC BOARDING |                     | HARI<br>MALIK     |
| 12 |                 | SCHOOL AL-NUNAWARAH PEKANBARU   |                     |                   |
| 13 |                 |   |                     |                   |
| 14 |                 |   |                     |                   |
| 15 |                 |   |                     |                   |

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI  
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Elvandra  
NIM :  
PROGRAM : Pascasarjana (M)  
PRODI : PAH  
KONSENTRASI : PA1

| NO | TGL/HARI  | JUDUL TESIS/DISERTASI                   | PARAF SEKRETARIS | KET         |
|----|-----------|---|------------------|-------------|
| 1  | 9/10/2017 | The Comparison between the use of       |                  | Sangat baik |
| 2  |           | joystick and mouse lead together        |                  |             |
| 3  |           | (NHT) strategies on Student's Reading   |                  |             |
| 4  |           | Comprehension At SMP H. Al-Idhar        |                  |             |
| 5  |           | Sekolah Pahlawan                        |                  |             |
| 6  |           |   |                  |             |
| 7  | 9/10/2017 | The effect of using PAH and             |                  |             |
| 8  |           | Graphic organizers on Student's Reading |                  |             |
| 9  |           | Comprehension At SMP H. Al-Idhar        |                  |             |
| 10 |           | Workshop PAH Training                   |                  |             |
| 11 |           |   |                  |             |
| 12 |           |   |                  |             |
| 13 |           |   |                  |             |
| 14 |           |   |                  |             |
| 15 |           |   |                  |             |

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NAMA : ELVARIDHA  
NIM :  
PROGRAM : PASCASARJANA  
PRODI : PAI  
KONSENTRASI : PB1

| NO | TGL/HARI              | JUDUL TESIS/DISERTASI   | PARAF<br>SEKRETARIS | KET                      |
|----|-----------------------|---|---------------------|--------------------------|
| 1  | KAMIS<br>15 JUNI 2017 | HUKUM TRANSPLANTASI (PENCAKSEKORAN) HATI<br>ANTARA ORANG MUSLIM DENGAN NON MUSLIM |                     | MAHMOUD<br>HAFIDH        |
| 2  |                       | DALAM PERSPEKTIF HAGA SYHID ASY-SYARIAH   |                     |                          |
| 3  |                       |   |                     |                          |
| 4  |                       | EKSISTENSI DAN URGENSI PERAN AYAH TERHADAP<br>ANAK MENURUT PERSPEKTIF AL-QUR'AN   |                     | ADEK<br>JOKO<br>HARYANTO |
| 5  |                       | (Kajian Tafsir Tematik)   |                     |                          |
| 6  |                       |   |                     |                          |
| 7  |                       | REINTERPRETASI AYAT-AYAT 'ISBAH DALAM<br>AL-QUR'AN (Kajian Tafsir Al-Misbah       |                     | Mhd. Asror               |
| 8  |                       | KARXA M. QUR'AN (THIBAS)  |                     |                          |
| 9  |                       |   |                     |                          |
| 10 |                       | PROBLEMATIKA TALAK PADA PENGADILAN<br>AGAMA DAN DALAM PERSPEKTIF KHI              |                     | FITRIANI                 |
| 11 |                       |   |                     |                          |
| 12 |                       | ANALISIS HADITS - HADITS YANG DITOLAK<br>MUHAMMAD AL-GHAZALI DALAM KITAB          |                     | ARJONI<br>ARIANTO        |
| 13 |                       | AL-SUNNAH AL-NABAWIYAH BINA AHLI<br>AL-FIQH WA AHLI AL-HADIS                      |                     |                          |
| 14 |                       |   |                     |                          |
| 15 |                       |   |                     |                          |

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### Instrument for Pre-test

Name : Harun Yahya

Class : AI -Kinch

Directions :

- ❖ This test is for scientific research only and it does not affect your grade in English.
- ❖ The purpose of this pre-test is to know your basic writing ability.
- ❖ Your participation is appreciated very much.

Instruction:

- ❖ Write down the simple Descriptive text about "My favorite Youtuber" at least 2 paragraph consisting of Identification and Description.

My favorite Youtuber  
Watching be hobby nowadays. Everyone like watch.  
People also spent them time in front of the screen to watching  
movie or another. today, people prefer watching on Youtube  
than Tv. We can find recommended Youtube chanel to  
watch. One of they is Atta Halilintar.

Atta Halilintar chanel name is AH. Total of subscriber  
is 27,7 million subscribers. The subscriber not from Indonesia  
only. Malaysia also. He famous because he have big  
Family. He have 11 siblings. The siblings call Gen Halilintar.  
Atta Halilintar have a wife. his name Aurel Hermzyah.

there is no chance  
- The doing statement doesn't finish yet  
- lack of developing ideas.

L: 3  
O: 2  
V: 2  
LP: 3  
M: 2



2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

u masalah.

asim Riau

### Instrument for Post-test

Name : Rizky Khalizh

Class : Ibnu Qayyim

#### Directions :

- ❖ This test is for scientific research only and it does not affect your grade in English.
- ❖ The purpose of this pre-test is to know your basic writing ability.
- ❖ Your participation is appreciated very much.

#### Instruction:

- ❖ Write down the simple Descriptive text about "Ustadz Abdul Somad" at least 2 paragraph consisting of Identification and Description.

Ustad abdul somad

Ustad has same meaning with teacher. Teacher is educator. In fact, students will loves the subject if the teacher is funny and give positive vibe to the students. One of famous ustad from Pekanbaru is Ustad Abdul somad. *→ There is no commerce.*

He is one of favorite ustad of Pekanbaru kota bentuh. He is known as funny ustad. He was a lecturer of state islamic university of UIN SUSKA RIAU. today we can find him on Youtube. His Full name is Prof. H. Abdul somad Batubara, L.C., P.E.S.A., Ph.D. He graduated from Al-azhar university. He was born on may, 18th 1977. He just gotten married with a girl names Fatimah az Zahra. Ustad abdul somad also write a book entitle '37 masalah populer and amalan yang paling dicintai Allah!'. *- The cheng kumun das an fresh year.*

C = 3  
O = 4  
V = 4  
U = 24  
M = 23



## Instrument for Post-test

Name :

Class :

Directions :

- ❖ This test is for scientific research only and it does not affect your grade in English.
- ❖ The purpose of this pre-test is to know your basic writing ability.
- ❖ Your participation is appreciated very much.

Instruction:

- ❖ Write down the simple Descriptive text about “Ustadz Abdul Somad” at least 2 paragraph consisting of Identification and Description.

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UIN SUSKA RIAU





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**Instrument for Pre-test**

Name :

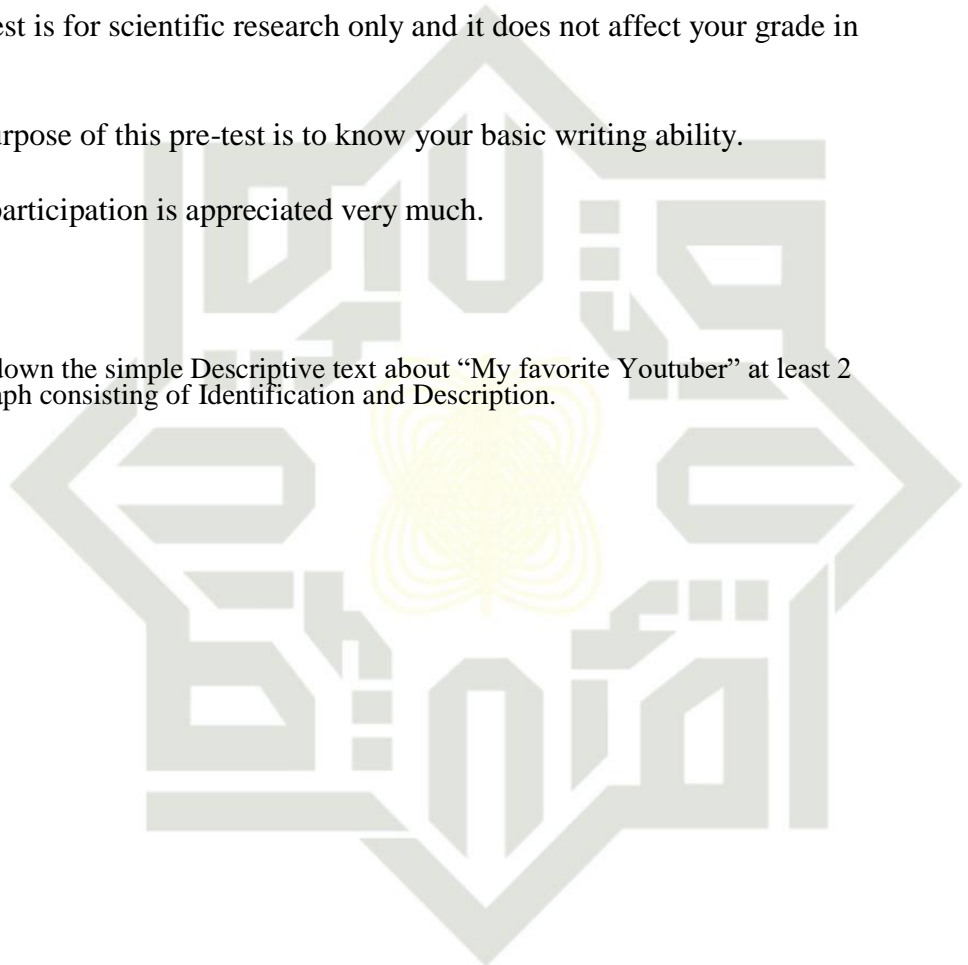
Class :

Directions :

- ❖ This test is for scientific research only and it does not affect your grade in English.
- ❖ The purpose of this pre-test is to know your basic writing ability.
- ❖ Your participation is appreciated very much.

Instruction:

- ❖ Write down the simple Descriptive text about “My favorite Youtuber” at least 2 paragraph consisting of Identification and Description.



UIN SUSKA RIAU



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**LIST OF OBSERVATION**

The Observation List of TAD Strategy for Teacher

| NO | ITEM OBSERVED  | YES | NO |
|----|--|-----|----|
| 1  | Teacher starts to introduce TAD strategy in writing a descriptive paragraph to the students.   |     |    |
| 2  | Teacher divides students in groups and ask them to talk about their prior knowledge about the topic.   |     |    |
| 3  | Students were divided into some groups and asked to discuss about the topic by free writing (a type of writing where students freed to write or keep writing what they want to write). |     |    |
| 4  | Teacher gives explanation about Transition-Action Details (T-A-D) Writing Strategy and elaborate some samples of the experiences in the past and the discussion about free writing.    |     |    |
| 5  | The students create and develop their own experiences into a descriptive text paragraph by using Transition-Action-Details (T-A-D) Writing Strategy.                                   |     |    |
| 6  | Students will be involved in a discussion where everybody has to read and give comments about descriptive texts they written.  |     |    |
| 7  | Students will continue the activity to revise their work in another draft.   |     |    |
| 8  | Teacher reminds the students to do reviewing the errors that may be existed and editing it.  |     |    |
| 9  | Teacher gives a respond to the students' writing work by asking some simple questions about their writings and conclude the material.  |     |    |
| 10 | The teacher give motivation for the students, so they are more interested in studying English.   |     |    |



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| NO | ITEM OBSERVED  | YES | NO |
|----|--|-----|----|
| 1  | Teacher asks students to explore any words that correlate to the topic by using activity of listing, mapping and clustering.   |     |    |
| 2  | Students are asked to pick an idea or opinion that have been create based on the topic.  |     |    |
| 3  | Teacher asks students to organize and generate notes and ideas for each part of the TREE strategy, then formulate a topic sentence expressing an opinion.                  |     |    |
| 4  | Teacher asks students to give at least three reasons to support the topic sentence and explain your reasons. Then formulating a statement to summarize the topic sentence. |     |    |
| 5  | Students need to address the fourth element of the writing process, editing and revising.  |     |    |
| 6  | Teacher asks the students to develop the key words into some complete sentences and link the sentence into a paragraph.  |     |    |
| 7  | Teacher gives a respond to the students' writing work by asking some simple questions about their writings.  |     |    |
| 8  | Teacher asks students to explore any words that correlate to the topic by using activity of listing, mapping and clustering.   |     |    |
| 9  | Students are asked to pick an idea or opinion that have been create.   |     |    |
| 10 | Teacher asks students to organize and generate notes and ideas for each part of the TREE strategy.   |     |    |

UIN SUSKA RIAU